REPORT RESUMES

ED 019 310 UD 000 763

FINDINGS AND RECOMMENDATIONS.

DETROIT BOARD OF EDUCATION, MICH.

PUB DATE MAR 62

EDRS PRICE MF-$1.00 HC-$9.00 223P.

DESCRIPTORS- *DISADVANTAGED YOUTH, EDUCATIONAL EQUALITY, *CURRICULUM, *SCHOOL ADMINISTRATION, *EDUCATIONAL DISCRIMINATION, *EDUCATIONAL OPPORTUNITIES, RACE RELATIONS, TABLES (DATA), GUIDANCE SERVICES, SCHOOL ORGANIZATION, PERSONNEL POLICY, SCHOOL COMMUNITY RELATIONSHIP, EDUCATIONAL FACILITIES, IDENTIFICATION, BUS TRANSPORTATION, SCHOOL SIZE, SCHOOL REDISTRICTING, ADVISORY COMMITTEES, DETROIT, MICHIGAN

THIS 1962 REPORT CONTAINS THE FINDINGS OF A 2-YEAR ANALYSIS OF EDUCATIONAL INEQUALITIES IN THE DETROIT PUBLIC SCHOOLS. ALTHOUGH FACTORS ARE EXAMINED WHICH AFFECT THE EDUCATION OF ALL PUPILS, THE REPORT PARTICULARLY FOCUSES ON RACE RELATIONS, DISCRIMINATION, AND THE EDUCATIONAL OPPORTUNITIES FOR DISADVANTAGED YOUTH. SPECIFICALLY DISCUSSED ARE SCHOOL CURRICULUM AND GUIDANCE, THE ORGANIZATION AND ADMINISTRATION OF THE SCHOOLS, PERSONNEL PRACTICES, SCHOOL-COMMUNITY RELATIONS, AND PHYSICAL PLANT AND FACILITIES. EXTENSIVE DATA ARE PRESENTED. (LB)

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FINDINGS AND RECOMMENDATIONS
OF THE
CITIZENS ADVISORY COMMITTEE
ON
EQUAL EDUCATIONAL OPPORTUNITIES

MARCH 1962

ESTABLISHED 1960 BY
THE BOARD OF EDUCATION OF THE CITY OF DETROIT

UD 000 763

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINDINGS and RECOMMENDATIONS

OF THE

Citizens Advisory Committee
ON
Equal Educational Opportunities

MARCH 1962

HON. NATHAN J. KAUFMAN, *Chairman*
DR. ROBERT M. FREHSE, *Co-Chairman*

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ORIGINAL LETTER OF INVITATION

TO CITIZENS WHO SERVED ON THE COMMITTEE

December 1959

Dear Citizen:

The Detroit Board of Education realizes that one of the important responsibilities of public schools is to provide equality of educational opportunity for all pupils. In its efforts to improve schooling for pupils it believes that an Advisory Committee on Equal Educational Opportunities would be very helpful. Such a Committee is in accord with Recommendation 19, School Curriculum, of the Citizens Advisory Committee on Detroit School Needs. The Board by resolution on March 24, 1959, has authorized such a Committee and has devoted much thought as to what such a Committee might do and who should be asked to serve. On behalf of the Board I am extending to you an invitation to serve on this important Committee. I am happy to say that Judge Nathan Kaufman of the Probate Court, Juvenile Division, has agreed to serve as Chairman of the Committee.

The enclosures indicate the Board's request to the Committee and also recommendations for procedure. You will note that the Board recommends that the Committee will complete its report in approximately one year.

It is our hope that you will be able to serve, and that we may have a favorable reply by January 5 so that the Committee may be announced in the near future.

Sincerely,

LOUISE C. GRACE

President, Board of Education (1959-60)

On March 11, 1962, the Board of Education received the FINDINGS AND RECOMMENDATIONS OF THE CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES, *and directed that they be published.*

Foreword from the Chairman

THE CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES was appointed by the Detroit Board of Education on January 25, 1960 to identify the factors which affect equality of educational opportunities in the Detroit Public Schools and to recommend to the Board of Education ways which would increase equality of opportunities for all pupils.

The origin of the Citizens Advisory Committee on Equal Educational Opportunities stems directly from the work of the Citizens Advisory Committee on School Needs, which carried on an exhaustive study of our schools' needs culminating in the publication of its *Findings and Recommendations* in 1958. Certain of the recommendations of that body did relate specifically to equal educational opportunities in a number of different factors and provided valuable background material for the present Committee. However, it was the feeling of members of the earlier committee that it was beyond the scope and purposes of their study to determine whether the total efforts of the school system in all of its programs was providing equal educational opportunity for all students. Accordingly, the 1958 report recommended: ". . . that steps be taken immediately to provide equal educational opportunities to every child in our community, and that there be continuous appraisal of this program so that inequalities may be promptly rectified."[1]

The members appointed to the Committee on Equal Educational Opportunities were chosen because of their experience in community service and because of their deep and abiding interest in the education of children. The Committee includes individuals who have served with distinction in the fields of community work, education, labor, law, management, medicine, religion, and social work.

The work of the Committee was financed by the Detroit Board of Education which provided the staff, offices, and materials to carry on the study. The Committee appreciates the full cooperation of the Board of Education in providing this assistance.

The Committee expresses special appreciation to Superintendent Brownell and to the teachers and other school personnel who assisted the Committee and provided a wealth of material on all phases of the school program. The Committee extends thanks to those community agencies, organizations, and associations who appeared before the subcommittees on many occasions to give their points of view and suggestions. Special thanks are given to the many consultants who gave freely of their services and whose names are listed in the introduction, and to the members of the press for reporting to the community the work of the Committee.

The Committee of the Whole has convened on 38 occasions; subcommittees working in the areas of *Curriculum and Guidance, Organization and Administration, Personnel, School-Community Relations,* and *Physical Plant and Facilities* have met on 181 occasions, at some of which meetings various consultants and speakers were present. In addition, many of the subcommittees held meetings in many different school buildings in order that they might observe existing facilities and educational programs first-hand.

The volume of data and points of view obtained from all sources have reinforced the Committee's belief that the study of equal opportunities in education is enormously complex. The Committee is convinced that there are no easy solutions to many of the problems. At the same time, the study has reinforced the belief of the Committee that there was indeed a critical need to do as conscientious and thorough a job of examining equal educational opportunities as possible.

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[1] Findings and Recommendations of the City-Wide Committee—Citizens Advisory Committee on School Needs, School-Community Relations Recommendation 6, p. 141. Detroit: The Board of Education, November 1958.

A deep interest in the welfare of children brought the Committee into contact with many of the forces surrounding the child, such as the home, the community, and the social and legal agencies. The result was a deeper awareness of the needs of individual children; a better understanding of how these forces affect the quality of educational opportunities; and a new appreciation of the very real concerns of many segments of the community.

The Committee is convinced that unequal educational opportunities often result from the conditions under which children must live, learn, and grow; it holds that the community and the schools must recognize this fact and provide new and diversified opportunities based upon individual needs. This point of view, the Committee believes, is essential if all are to receive an equal chance to enjoy the full benefits of membership and participation in a democratic society.

NATHAN J. KAUFMAN, *Chairman*

DETROIT CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES

March 1962

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Letter of Transmittal

TO THE BOARD OF EDUCATION OF THE CITY OF DETROIT:

The Citizens Advisory Committee on Equal Educational Opportunities, appointed by the Board of Education, has now completed its two-year analysis of the major aspects of education which affect equality of educational opportunity, either directly or indirectly. The report records deep concerns and needs still awaiting recognition, as well as accomplishments.

The Committee recognizes that our Board of Education and staff are primarily interested in those aspects of our report which reflect our major concerns and call for immediate or early review and action. We urge the Board, as well as the community, to become acquainted with the total report—since it contains many recommendations which, when fulfilled, will enhance both the quality and equality of our total educational program.

The Committee conducted its study on this premise: historically public education in the United States is based on the fundamental principle that all children must be afforded equal and favorable opportunities to discover and develop fully their capabilities and talents. In a society of rapid change, requiring new skills for an age of automation and new directions for democratic living, the schools cannot be content with traditional programs and practices. Both academic and vocational programs must reflect the realities of the 1960s and 1970s, if youth is to be adequately prepared for the world of tomorrow.

But the challenge does not end here.

In a world in which people are struggling both for human dignity and survival, the responsibility of the school goes beyond the academic or vocational preparation of the young person. If our nation is to move ahead, then public education with the support of the community must make every effort to provide the environment and guidance which will enable young people to aspire to their fullest potential, to develop a system of values based on moral precepts and social effectiveness, to learn to think analytically, and to act responsibly.

To the attainment of these goals Detroit offers a great challenge.

Historically, Detroit has been a city of change and mobility, with a restless, pioneering spirit. The great diversity of its people of differing ethnic, social, religious, and economic backgrounds has given it vitality and dynamism.

Today, this diversity is further enhanced by an increasing number of Negroes in our community. Old prejudices must be dissolved, old practices must be reviewed, old habits must be reappraised, if we as a community are to move ahead in the tradition of dynamic Detroit.

With these guidelines, the Committee examined many inequalities and needed improvements for all children in our school system, including the average pupils, the pupils of low socio-economic status, the physically and emotionally handicapped, the gifted, and the slow learners. It is our conclusion that of all the inequities affecting our school system today, the primary concern is in the area of race relations and discrimination.

Some of the central issues discussed by the Committee follow:

School Boundaries

While the great traditions of public education in America have upheld the belief that the inclusion of all children of varying backgrounds within a school district strengthens democracy, it is a fact that in the past school boundaries in Detroit have been used to further racial and social class segregation. Although some progress has been made, it has not been adequate; and the committee recommends that the Board of Education recognize the full urgency of this issue. It strongly urges further review of all school boundaries and recommends that in the establishment of boundaries the ethnic composition of the school district be given equal importance with other factors. It further recommends that, to enable school desegregation, children with special program needs be allowed open transfer opportunities to any school. In addition, the opportunity of open transfer shall be available in any school that has the space.

Busing

Closely related to the issue of school boundaries is the question of busing children out of their own school districts. The Committee recommends that busing be done in such a way that segregation shall not be continued or augmented.

Apprenticeship and Cooperative Work Programs

Studying the apprenticeship, vocational, and cooperative work programs of the Detroit schools, the Committee found evidence of grave discrimination in training and employment opportunities. The Committee strongly recommends that immediate steps be taken to remedy this situation; and that the Board call upon the Michigan Employment Service, employers, and labor unions to fulfill their respective responsibilities in opening up immediately training and job opportunities for Negroes and other minority group members. The Committee believes that, if the Board is not successful in this endeavor, the discrimination in this area is so serious in its consequences—both in a denial of opportunities to Negroes and in preventing the preparation of an adequate supply of manpower necessary in the years ahead—that the entire apprenticeship and cooperative work programs should be discontinued in order to focus community attention upon this discriminatory practice and its implications for our total society.

Size of School Districts and Classes

The Committee found that some school districts, particularly in the center and east areas, are too large and that many classes are overcrowded for effective teaching and administration. The Committee concurred in recommending that the sizes of school districts be reviewed and revised to produce smaller, more manageable districts; and that the sizes of both classes and counseling loads be reduced to a definite maximum. The principles governing new boundaries should also be applied to the above recommendation.

Personnel Practices

Personnel practices—including recruitment, hiring, assignment and promotion in the school system—constituted another issue of major interest to the Committee. While the Detroit public school system has employed a large number of Negro teachers in recent years, the Committee found a clear-cut pattern of racial discrimination in the assignment of teachers and principals to schools throughout the city. It is our belief that the practice of assigning teachers, principals, and other school employees on the basis of race is educationally, legally, and morally unsound and weakens the democratic opportunities of children in the Detroit Public Schools. We urge that immediate action be taken to remedy this situation.

School-Community Relations

In the area of school-community relations the Committee found that here the issue was not one of inequality, but rather one of inadequacy. The Committee's recommendations are designed to place responsibility within the school system for improving school-community relationships. It is also recommended that major efforts be made to improve school-community relations by additional in-service training programs, by wider involvement of parents, citizens, public and voluntary agencies, and by actual opportunities for better school-community communication, including a central complaint bureau for the receiving and processing of parents' grievances.

Culturally Handicapped

Another basic issue with which the Committee dealt was that of curricular and guidance opportunities for culturally handicapped children, *i.e.*, children deprived of books, art, music, wholesome recreation, etc. Education and our society, generally, have recognized that children who are physically handicapped require additional aids and assistance. This is equally true of those who are culturally handicapped. The Committee recommends that these children be compensated with additional personnel and resources.

School Plant

Standing as a visual reminder of racial and social class discrimination in any community are old schools, old homes, and abandoned buildings and stores. The Committee was heartened that the Board of Education has taken energetic action to eliminate to a very considerable degree the most visible symbol of inequality of educational opportunity—the old school. The fact that over 50 per cent of monies available for new schools is being spent in the inner city attests to the intent of the Board to provide new and modern schools in disadvantaged areas.

The Challenge Ahead

The Committee on Equal Educational Opportunities affirms that the citizens of Detroit believe in and support democratic practices in our community, and that the Board should not underestimate the willingness of the community to support creative programs designed to eliminate the unequal conditions discussed in this report.

The Committee calls upon the Board to give its most effective leadership in endorsing and implementing these recommendations. If this program is to succeed, both the Board of Education and the administration must develop a higher sensitivity to human and intergroup relations. It must be accepted that racial barriers cannot be broken without recognition of their existence and without a conscious effort to correct them.

We expect the Board of Education to assume full responsibility for these recommendations in our report as they apply to the school system. We recognize that schools cannot advance good human relations in isolation from the rest of the community. The Committee, therefore, calls upon parents, religious groups, city officials and agencies, volunteer organizations and groups, labor and management, press, and other media—to join with the schools in a coordinated effort to eliminate discriminatory practices wherever they may occur, and to take those steps which will speed the establishment of a community in which each person is accorded fair and equal opportunity in every aspect of his daily life.

PART ONE
Introduction

Introduction

GENERAL CONSIDERATIONS

The Task

The Citizens Advisory Committee on Equal Educational Opportunities held its first meeting on January 25, 1960, with the Board of Education of the City of Detroit and the Superintendent of Schools, Dr. Samuel M. Brownell. The charge given to the Committee by the Board of Education at the meeting stated:

> The Committee will present to the Board of Education a report of its findings and recommendations about one year from its organization. The report will include:
>
> (1) Problems involved in providing equal educational opportunities for pupils.
>
> (2) Evidences of progress and promising practices which are believed worthy to continue and to strengthen.
>
> (3) Evidences of needs to bring about greater equality of educational opportunities.
>
> (4) Recommendations considered to be reasonable and practical for the Public Schools in order to meet their needs.

Since receiving its charge from the Board of Education, the Committee has had no further contact with the Board and has conducted investigations and made recommendations as a completely independent group.

From the outset, the Committee has been faced with a broad range of questions raised by citizen groups: questions of school boundaries; formation of districts; curriculum offerings; placement and hiring of teachers; school facilities; and discrimination against minority groups on the basis of race, social class, religion, or nationality. Other questions have been raised about educational opportunities for the handicapped, the blind, the partially blind, the retarded, the culturally deprived, as well as problems related specifically to the gifted child. The Committee believes this is the first time such a study on such broad lines has been attempted by any metropolitan school system in the United States.

In order to deal effectively with these problems and to assess their priority, the Committee pursued its activities on the basis of the following principles:

—The rights of all men are equal.

—All children are educable and entitled to all the knowledge they can acquire.

—The abilities and achievements of all *children can be raised.*

—The right to knowledge and self-improvement is the equal endowment of all.

—Educational opportunity is one of the most effective means of correcting social inequities.

—It is the responsibility of the schools to provide programs to meet the needs of individual children.

—In today's America, a high school education is a minimum requirement regarded as necessary for all. *The Supreme Court of the United States has considered education as probably the most important function of state and local governments and has stated that "it is a right which must be offered to all its citizens on equal terms."*

—Segregation, on the basis of race, is a denial of equal educational opportunity. The Supreme Court has stated, "to separate them, (Negro children), solely because of race from others of similar age and qualifications generates a feeling of inferiority as to their status in the community which may affect their minds and hearts in a way unlikely ever to be undone."

The American Tradition Provides Background and Reason for Examining Equality of Educational Opportunities

Writers of the intellectual history of our nation furnish abundant evidence that American statesmen—from 1789 through intervening years to 1961—have placed heavy emphasis on education as a means of correcting the evils of society and conquering human misery. Clearly implied in the thinking of these men was the moral responsibility of providing equal educational opportunity for all—and the belief that without it, our society would not flourish, nor could the government survive. Robert Coram, writing in the year 1790, said: "It (Education) offers a foundation whereon to erect a system which, like the sun in the universe, will transmit light, life, and harmony to all under its influence—I mean—*a system of equal education.*"

As societies change in every age, new problems arise to challenge their thinking. Thus, during the period of our great initial expansion, a vast array of significant changes occurred which had a powerful effect on public education and on the concept of equal educational opportunity. The industrial revolution changed the economy from one where the farm and the home were predominant to one where the major influence was the factory; the doctrine of states rights, with restrictions on the authority of the federal government, established that education was the responsibility of the respective states; the expansion and the settlement of the West brought an end to unlimited geographical frontiers; from the Civil War new concepts of human rights and liberties emerged. These are but some of the nineteenth-century developments which stimulated people concerned with the task of education: to bring all people through the educational gate and into full participation in the *community* life—in, that is, the sharing of our common heritage.

Dr. James Conant has defined the concept of equal educational opportunities as follows:

> *Education For All*
>
> Universal education—or, more precisely, equality of educational opportunity—is a basic tenet of our democracy. The concept appears neither in the Constitution nor in its amendments, but it is implicit in the promises of America. The founding fathers, notably Thomas Jefferson, made clear their conviction that the new democracy could work only through an enlightened electorate. Today "universal education" does not mean eight, twelve, or sixteen years of schooling, and not an equal amount for everyone, but the chance for everyone to get the kind and amount of education, including college and graduate study, that his capacities warrant. This interpretation is of relatively recent date, having been formed by the realities of contemporary industrial society. The educational system has not yet developed all of the instruments for implementing it, and the consequent inequalities, highly visible to all, have become a limitation upon the health of our democracy and a persistent source of danger to our society.[1]

Why is Equality of Educational Opportunity a Problem in Society in This Day?

While the problem of providing equal educational opportunity has long existed in American society, recent and contemporary developments have brought the problem forcefully to our attention, demanding that we recognize it as a challenge and attempt to find practical ways to meet it. Among these developments are the following:

1. Despite our attempts to provide equal educational opportunities for all, one of the major problems which America still faces is the recognition of the lack of equal educational opportunities for the Negro. Gunnar Myrdal, the Swedish sociologist and author of the monumental study, "The American Dilemma: The Negro Problem and Modern Democracy", states the problem as follows:

   > The American Negro problem is a problem in the heart of the American. It is there that the inter-racial tension has its focus. It is there that the decisive struggle goes on. This is the central viewpoint of this treatise. Though our study includes economics, social, and political race relations, at bottom our problem is the moral dilemma of the American—the conflict between his moral valuations on various levels of consciousness and generality. The "American Dilemma", is the ever-raging conflict between, on the one hand, the valuations preserved on the general plan which we shall call the "American Creed", where the American thinks, talks, and acts under the influence of high national and Christian precepts, and, on the other hand, the valuations of specific planes of individual and group living, where personal and local interests; economic, social, and sexual jealousies; considerations of community prestige and conformity; group prejudice against particular persons or types of people; and all sorts of miscellaneous wants, impulses, and habits dominate his outlook.

2. World War II resulted in the mass migrations of millions of people throughout the United States. With the influx into the cities came a sharp realization that large segments of our society are seriously unprepared—that is, insufficiently educated—to cope with the intricacies of modern living.

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[1] "Decade of Experiment", The Fund for the Advancement of Education, NY, p. 71.

3. The general improvement in our economy, which has not reached into all segments of the community, has intensified social class distinctions; and a growing sensitivity to the facts of economic inequality has resulted.
4. Vast numbers of rural lower-class in-migrants have converged into large urban centers, finding residence in already obsolete districts. Over the ensuing years as their economic conditions have improved, many of these migrants have been thwarted in their attempts to find more suitable housing. The resultant stresses and strains have made this a major human relations problem.
5. Profound technological changes and scientific developments—resulting in a whole new world of technology, from automation to atomic power and exploration of outer space—have made whole new demands on educational preparation.
6. Revolutions of a social, economic, and political nature in countries throughout the world, and the associated formation of the United Nations and its declaration of human rights, have led us to re-examine what we are doing in our own country to broaden the concepts of equality and extend opportunities to all people.

Educational *opportunity* must be *equal for all!* This is a principle implied in our traditional concepts of democracy and religion, but now raised by national and world-wide social, economic, and technological change to the level of an insistent demand.

What is the Nature of the Challenge to Provide Equal Educational Opportunities?

It should be evident that present dangers exist on a broad front and in total depth to challenge our imagination, our sincerity, and our resourcefulness.

1. Can we help culturally different people through the educational gateway of modern civilization?
2. Can we develop the kind of education which will prepare children to live and work in a whole new world of science and technology?
3. Can we provide children with the kind of education which will enable them to understand and cope with the cultural changes which are occurring at the local, national, and world levels?
4. Can we help improve the significance of democracy in a world threatened by growing totalitarianism?
5. Can we build the kind of world where democracy itself will be preserved?

These and many other problems are present in our society today to challenge those who are responsible for, and giving serious thought to, the matter of equal educational opportunities. Although similar challenges have been faced in other ages, with other problems, the scope of the attacks has been more restricted and the obstacles have been simpler. Nevertheless, we believe that the techniques and skills are available for the more complex issues of today.

Charles Beard has said:

> Our founding fathers set an impressive example to all those of succeeding generations who are called upon to make constructive efforts in education on a large scale and under grand conceptions of public policy. They demonstrated for all time that education is an enterprise worthy of the highest talents, inviting the boldest thoughts, and forever linked with the cultural destiny of the nation.

The effort to promote equal educational opportunities is a worthy extension of social aims that have motivated all of American history.

What Are Our Goals?

The members of the Committee have spent 21 months studying the many-faceted problem, seeking to recognize all of its aspects. The drive to undertake such a task was deeply rooted in a hope that the Committee recommendations would make a significant contribution to the work of the Board of Education and to recognition of the following goals:

1. To identify inequalities of opportunity, wherever they exist.
2. To evaluate the inequalities, and to state a clear priority of their importance.
3. To recommend means and measures for eliminating these inequalities.

In support of the effort to attain these goals, there is accumulative evidence that the abilities and achievements of *all* children can be raised.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

The Committee has identified a number of factors which can act either to advance or to obstruct progress toward equality of educational opportunity. Here is a sampling:

—The attitudes of people can be instrumental in creating or destroying educational opportunity. The positive attitude is this: *all* can be educated, and each individual has undeveloped and unrealized potentials. To evoke this attitude in *all* people—principals, teachers, non-educational school employees, pupils, parents, and all other citizens—is a paramount aim whose realization forms the base on which to build an equitable educational system. Recognition of the equality of rights among all humans is an essential beginning to the establishment of this attitude. All concerned *will need to understand* the social revolution that has occurred, and to realize that the patterns of the past will not meet the needs of society in the decade ahead.

—Educational measurement concepts, such as the I.Q. will need reinterpretation in the light of more recent research, if their continued use as tools is going to improve educational opportunity.

—Cultural handicaps must be understood for what they are — serious obstacles which can block the development of individual and group improvement of potentials. Such handicaps are commonly resident in the home and usually also in the community. Schools and community must find appropriate methods of dealing with the resulting problems.

—"Equal educational opportunity", it must be clearly understood, does not mean that the same or an equal program will meet the needs of all our children. Where, because of a great many different reasons, the needs of children are different, equal educational opportunity may mean taking up the slack for the educationally disadvantaged — just as it means highly-enriched education for the intellectually-gifted having average or better-than-average educational backgrounds. For each child, the *kind* of education he needs for his own optimum development: this is the concept.

—Educational practices or school programs which in actuality or in effect exclude any school child on the basis of religion are repugnant to the American tradition. Classroom practices and school programs must display a proper sensitivity to the need for creating and maintaining a distinction between the role of the school and that of the home, church, or synagogue in matters of religion.

Evidences of Progress in Achieving Equal Educational Opportunities

While the Committee has focused its attention on inequalities in educational opportunity, it is well aware that progress is being made by the Board of Education and staff in achieving the goal of equal educational opportunities. The achievements are many and worthy of a special report separate from the report of this committee. Following are some of the more noteworthy accomplishments of the Board and staff made in recent years.

1. An increase of 3,000 children in Special Education classes
2. Establishment of a Division of School Relationships and Special Services
3. Establishment of a Personnel Recruitment Program
4. Establishment of a World of Work Committee[2]
5. Establishment of a Personnel Grievance Committee
6. Establishment of a Curriculum Council
7. Administration of a 90 million dollar building program
8. Periodic reporting to parents
9. Establishment of an in-service teacher training program
10. Establishment of a Great Cities School Improvement Program
11. Establishment of a Personnel Review Committee
12. Elimination of half-day sessions for 7,000 children
13. Decentralization of school districts
14. Establishment of a Personnel Division
15. Development of a textbook on Labor-Management[3]

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[2] Report published by the Board, 1962: *Preparing Pupils for the World of Work.*

[3] Textbook published by the Board, 1961: *Labor-Management Dynamics.*

INTRODUCTION

What Is Our Hope?

It is the expectation of the Committee that its recommendations will be seriously considered by the Board of Education and vigorously implemented wherever inequities are evident. In addition, it is the Committee's hope that the Board of Education will share the Committee's belief in the need to reappraise the entire issue of equal educational opportunities, giving careful consideration to the factual data provided the Committee. The Committee believes that initiative must first emanate from the Board of Education and administration, in order to develop throughout the entire school system the kind of leadership under which progress can be made in eliminating inequalities.

Since time did not permit studying all phases of the problem in complete detail, the Committee acknowledges that its report is not the final word and that constant scrutiny by the Board of Education in the years ahead will be necessary. No committee can make recommendations which will be adequate for all time, because problems change and new issues arise. The Committee is also fully aware that other inequalities of opportunity exist in the home and in the community, and that many aspects of our community life must be restructured. For example, equal opportunities in the area of housing and employment are essential to the fulfillment of our goals of equal educational opportunity. More specifically, the Committee believes that education should focus attention of the community on non-school areas where inequalities set up basic impediments to learning – such as pupil health, safety, recreation, food, clothing, and full social interaction.

Finally, it is the Committee's hope that real progress can be made in an atmosphere of mutual trust and confidence; that both the community and the Board will recognize the unlimited horizons in education – through rededicated efforts, and through the liberal application of creativity, imagination, and united action.

GENERAL PROCEDURE AND CONSULTANTS

Plan of the Study and of this Report

The working plan of the committee has been to divide the areas of investigation into five broad areas: (1) *Curriculum and Guidance,* (2) *Organization and Administration,* (3) *Personnel,* (4) *School-Community Relations,* and (5) *Physical Plant and Facilities;* and it is in these respective subcommittees that the monumental task of fact-finding and exploration of basic issues has been done. Subcommittees have held a total of 181 meetings; they have met with consultants, citizens, and school personnel, receiving and reviewing special reports which applied specifically to their respective areas of concern. Many of the subcommittees held their meetings in many different school buildings, in order that they might observe existing facilities and educational program first-hand.

Following the preparation of draft reports by the five subcommittees, the Committee of the Whole met on 22 different occasions to consider these reports and, in some cases, to make suggestions to the subcommittees for revisions. As these revisions were completed, they were re-examined and discussed again by the Committee of the Whole, in the effort to make the final report represent a consensus of the entire committee.

The report is divided into five sections representing the five subcommittees: (1) Curriculum and Guidance, (2) Organization and Administration, (3) Personnel, (4) School-Community Relations, and (5) Physical Plant and Facilities. Each report contains an introductory statement and a body of recommendations with explanatory statements; to the Personnel and Physical Plant and Facilities Reports, lengthy fact-finding sections and appendices have been added. With some recommendations based upon matters where applicable statistical data could be readily made available by the research staff, factual data are included directly in the body of the report, in the supporting statements following the recommendations. Other recommendations in the report, based either upon testimony regarded by the committee as privileged information or upon lengthy committee examination of an issue, are supported by explanatory comments or allowed to stand alone on their merits as direct reflections of the beliefs of the committee. The committee believes that it is within its purview as an investigating and advisory body to make recommendations in a manner which will best further the cause of equal educational opportunities.

Some Details of Procedure, and Acknowledgments

The Committee of the Whole convened on 38 occasions, has met with nationally known consultants, and carried on independent studies designed to provide comprehensive data and information essential to the committee during the fact finding phase of its study. Letters, asking for information regarding programs or studies on equal educational opportunities, were sent to 57 school systems in large cities in the United States (200,000 population and over). Representative social agencies, community organizations, and homeowner groups were invited to send their suggestions to the committee. Letters were sent to 12,600 Board of Education employees, asking them to send the committee their candid suggestions concerning ways in which equal educational opportunities might be provided for Detroit public-school children. Through the cooperation of the daily press, all citizens of the city of Detroit were invited to send letters to the committee giving their points of view and suggestions. In addition, comprehensive data reports from the Board of Education, the Commission on Children and Youth, the Great Cities Study, and many organizations throughout the city of Detroit and the nation have been received and made available to committee members.

Acknowledgment is made to those parents, teachers, principals, neighborhood organizations, and social agencies who took the time either to write to the committee, or to meet with the members informally. An abundance of material and some very practical suggestions have been obtained from these sources.

Acknowledgment is made to the administration of the public schools for its interest in equal educational opportunities and for its ready assistance in providing statistical information and counsel. The Department of Administrative Research was very helpful in providing reports of statistical data pertinent to personnel matters. The compilation of the racial count made in February 1960 and of the addresses of contract personnel by school — the statistical studies — the availability of the Personnel Division, for informal discussions on policy and procedure, and its willingness to furnish requested information — all are a reflecton of the staff's co-operative spirit and deep concern with the problems of insuring equal educational opportunities.

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CURRICULUM AND GUIDANCE

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INTRODUCTION

Consultants to the Subcommittees (continued)

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MEMBERS OF THE DETROIT FEDERATION OF TEACHERS
MEMBERS OF THE FAIR EMPLOYMENT PRACTICES COMMISSION
CONSULTANT COMMITTEE CONSISTING OF RICHARD MARX, *Commission on Community Relations;* ABRAHAM CITRON, *Jewish Community Council;* FRED ROUTH, *Fair Employment Practices Commission; and* FRANCIS KORNEGAY, *Urban League*

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DR. HARRY J. BAKER, *Divisional Director of the Psychological Clinic* (Retired July 1, 1960) *and* MISS SARA KERR, *Director of the Visiting Teachers Department, and six visiting teachers, Detroit Public Schools*
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EARL R. CHURCH, *Director of Attendance Department, Detroit Public Schools* (Retired February 1, 1961)
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DR. RICHARD DRESHER, *Assistant Director of Guidance and Counseling, Detroit Public Schools*
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Consultants to the Subcommittees (continued)

ORGANIZATION AND ADMINISTRATION (continued)

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Harry Ross, UAW-CIO

Herman Schumacher, *Principal of Cody High School, formerly principal of Southfield Trade School, Detroit Public Schools*

Horace Sheffield, *Co-ordinator of the Fifteenth District, and International Representative of the Citizenship Department, UAW-CIO*

Ned Stirton, *Executive Secretary of the Detroit Tooling Association*

Carl Turnquist, *Divisional Director of Vocational Education, Detroit Public Schools*

Dr. Paul Voelker, *Divisional Director of Special Education, Detroit Public Schools*

Brightmoor Community Center

Members of the Citizens Association for Better Schools

Members of the Detroit Education Association

Members of the Detroit Federation of Teachers

Ellis School of Observation Staff

A. L. Holmes Elementary School Staff

Indian Village Association

Russell Woods Association

Serve Our Schools

Seyburn Association

West Grand Boulevard Area Improvement Association

Wilbur Wright Cooperative High School Staff

PHYSICAL PLANT AND FACILITIES

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PART TWO

Curriculum and Guidance

CURRICULUM SUBCOMMITTEE

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Mrs. David Barker
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Mrs. Ada Kennard, *Recorder*

CURRICULUM AND GUIDANCE

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CURRICULUM AND GUIDANCE

Introduction

Robert Burton said, "A dwarf standing on the shoulders of a giant may see farther than a giant himself." This probably overstates the case, but it illustrates the point that the Curriculum Subcommittee wishes to make: we have been aided greatly by the work done by the Citizens Advisory Committee on School Needs. Their giant efforts gave us many ideas and much information from which to begin our study. Two quotations from the *Consultants' Reports to the School Program (Curriculum) Subcommittee of the Citizens Advisory Committee on School Needs*[1] are illustrative of opinions which both Subcommittees shared:

> Equalization of educational opportunity is achieved when each child is provided his opportunity to benefit to the maximum of his ability and need from his share in the free public educational effort.
>
> Curriculum content must also be equalized. There are common goals for all children and these must be outlined and adhered to. However, children vary from one another in many ways, and the curriculum must be flexible if these differences are to be taken into account so that each child gets maximum benefit from his education. Wide differences in content and method may and probably should be evident between different classrooms of pupils of the same grade in order to achieve effectively the goals which are sought in common in classes of that grade.

The main idea to be gathered from these two statements is that equal educational opportunity does not mean the same curriculum for all; that the great differences in pupils must be considered; that some travelers in pursuit of education have a much longer road to travel than others. It may seem something of a paradox that equality can be achieved only by providing unequal education; but this paradox becomes clear when we realize that the students start school unequal in ability and experience, and that to offer them merely the same education in each case would be simply to continue the original inequality. Many of the recommendations of the Curriculum Subcommittee, therefore, have been based on the premise that the program must equal or measure up to the needs of the individual in order to assure each child an opportunity to develop to the full extent of his ability.

The subcommittee conceives that curriculum means all learning experiences of pupils under the supervision of the school. The definition implies that we are interested in what are generally termed extra-curricular activities as well as what goes on in the regular classroom. Doctors French and Kearney expanded this viewpoint in their statement in the *Consultants' Reports to the School Program (Curriculum) Subcommittee of the Citizens Advisory Committee on School Needs.* They said:

> Curriculum may be variously defined. Increasingly it is being given a very broad and inclusive definition as child growth and development have been more completely and scientifically studied. We now know that the most realistic concept of the curriculum includes all of the experiences that the school provides or allows to exist in the school environment under its control—through which pupils learn new ways of thinking, feeling and behaving. Such a concept is not based upon an arbitrary classification of some experiences as educational and others as non-educational. Rather, it arises from an acceptance of the inevitable fact that pupils learn from all their experiences. All those provided by the school thus become part of the learning experience for which the school must accept responsibility. The task of providing the best experiences for pupils—i.e., a "good curriculum"—and of eliminating poor or undesirable experiences for them thus becomes a difficult and complicated process. But nothing less than this broad concept of curriculum realistically meets the known facts of child growth, development and learning.
>
> The curriculum, then, is affected by all the influences good and bad, in the community and in the broader society that affect the schools and the children. It changes with every new insight that teachers gain into how children learn, remember, react to learning situations, reason, solve problems, develop self-reliance and responsibility, grow in their love of learning, work as individuals and in groups. In part, the curriculum is made up of school discipline, student councils, school

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[1] Detroit: The Board of Education, July 1958. (Dr. Will French and Dr. Nolan C. Kearney.)

> routine, reporting and marking, eligibility rules, school administration, guidance, instructional supplies and equipment, building facilities, and such things as the ready and convenient availability of facilities for maintaining health and cleanliness. It is intimately influenced by the attitudes of teachers toward children and parents, toward their colleagues and their professional leaders, toward the community, toward the results of research in education and in related fields, toward themselves, and by the attitudes of other individuals and groups toward schools and the teachers in them. All of this is true because children's learning may be affected by all of these influences. A school's staff must recognize all of these as curriculum factors affecting learning and, therefore, do what it can to control or modify them as far as the school can so that the maximum of desirable learning will occur.

One of the most extensive extra-curricular activities, that of athletics, the subcommittee has not touched upon; indeed, the entire physical education program was not studied for the reason that a separate committee especially appointed to study and recommend in the field of physical education has but recently made an extensive report upon which the Board of Education is acting at the present time.

Since the problems of curriculum are manifold, the investigations conducted by the subcommittee are not to be considered in any way complete, even though the subcommittee has met almost weekly for over a year; nor are the recommendations made here to be considered the final word on curriculum. The subcommittee recognizes the need for further and continual study. The curriculum is ever changing to meet the needs of a changing society, and one of the recommendations made here is that provision be made for continued study and constant evaluation of what we are doing in the schools.

We want to state at the very outset that some of our recommendations reflect practices already in effect in some of the Detroit schools. The need for the expansion or intensification of some of these practices prompted us to include them in our report.

An assumption made by the subcommittee was that the Detroit Board of Education wished from us a series of recommendations to bring about *good* education rather than simply equality. We have, therefore, recommended changes in present methods which do not make for inequality but which can be improved.

The subcommittee has found it necessary to extend its study and subsequent recommendations into the field of personnel and that of textbooks, supplies, and materials.

We considered personnel because what is finally taught in a classroom is determined by the teachers. Course outlines and suggested procedures may be offered to the teachers; but once the course begins, what is actually taught depends upon the interpretation and effectiveness of the instructor. For example, a course called English Literature varies greatly in content even within a single school, since several teachers will be teaching that subject, and no two will teach it in exactly the same way.

The subcommittee considered textbooks, supplies, and materials because these tools of education also determine to a large extent what is taught. In fact, some teachers follow the textbook so closely that the textbook is the course. This is not true of the better teachers, of course; but all teachers necessarily depend upon the text and the materials supplied for basic work in all courses.

At the request of the committee, a chart showing all course offerings at all of the Detroit public high schools was compiled so that it would be possible to compare one school with another and to see whether inequality existed.[2] This chart may be found in Appendix I. This compilation shows major uniformity in course offerings among all the comprehensive high schools in basic subjects. Considerable variation is to be noted in business, trade, technical, and vocational subjects. Such uniformity results, in part at least, from graduation requirements, based on the subjects required in college preparatory courses, commercial courses, etc. It is to be noted that all of the Detroit public high schools prepare students for college and are accredited by the University of Michigan, which is the official accrediting agency in the state of Michigan.

Another factor influencing uniformity is to be found in the requirements of the North Central Association. This association of colleges and secondary schools sets up strict conditions for membership and insists that its member schools maintain standards of excellence. The requirements as to teacher preparation, course offerings, and even the number of library books per pupil are spelled out in detail in the North Central requirements, and annual reports coupled with regular visitation by teams of educators from the University of Michigan insure that the rules are carried out. All the Detroit public high schools are members of the North Central Association, with the exception of Osborn which will be a member when its additional buildings are completed.

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[2] The Curriculum Subcommittee gathered data from a variety of sources. In addition to studying the material submitted by individual citizens and Detroit teachers, the subcommittee initiated the collection of further data in a number of ways. A comprehensive survey of all courses offered in each high school was compiled by the Citizens Advisory Committee on Equal Educational Opportunities Research Staff. Questionnaires were submitted to every local school principal and district administrator in the school system. All supervisors were asked for their concerns. Individual subcommittee members studied the reports of the Citizens Advisory Committee on School Needs, interviewed school people, and reviewed data secured by other subcommittees. It would be impractical to compile an appendix that would contain the voluminous material eventually made available to the Curriculum Subcommittee.

The few differences in curriculum are briefly noted in the following list:

ENGLISH.—There are very few differences because all of the schools are required to give eight semesters of English. Because all Detroit public high schools provide for individual differences by offering courses at ability levels, some variations in content appear at each course level, but basically the English is uniform.

LANGUAGE.—The usual language offerings are *Latin*, *French*, and *Spanish*. However, there are some exceptions. No Latin is given at Northern, Commerce, or Wilbur Wright. *Russian* is offered at Ford, Mackenzie, Cody, Central, Osborn, Southeastern, Redford, Pershing, Denby and Cass. *German* is given at Mumford, Cass, and Denby. Mumford offers *Hebrew*, and Eastern offers *Italian*.

SOCIAL STUDIES.—Because of the requirements of the Board of Education, all schools are required to offer the basic subjects. There are only two semesters when a student may take an elective in social studies. A few of the schools teach *contemporary affairs*, *modern European history*, *Michigan history*, *Latin American history*, and *sociology*. These minor differences are noted clearly on the chart.

MATHEMATICS. — The high-school principals have adopted the recommendation of the High-School Principals' Mathematics Committee and all the schools are offering a uniform program—with the exception of Cass, which, because of its many technical courses, offers numerous specialized mathematics courses.

SCIENCE.—All schools give *laboratory biology* and *general biology*, *physics*, and *chemistry*. Usually they offer *physical science* and sometimes *physiology* and *physiography*.

BUSINESS AND VOCATIONAL.—Most schools give the fundamental business subjects, but the High School of Commerce offers a great many more than do the others. Commerce has no foreign language department, only two mathematics courses, and the minimum requirements in social studies. Commerce offers only *general biology* in the science department but has thirty different courses in the business education department. The school does not have a health education department, and it has a very limited fine-arts program. This is true also at Wilbur Wright. Wilbur Wright offers no language. It has a fair offering in mathematics and science. It also has a fair offering in the business department and large offerings in the vocational department. Wilbur Wright has very little to offer in the health and fine-arts departments. Cass offers no business subjects but offers a good many vocational subjects. Other schools which offer special courses in vocational training are Chadsey (*cosmetology* and a school for *chefs*) and Northeastern (*tailoring*). Schools such as Cass and the others which offer such specialized training do not have district boundary lines, but draw from all over the city students who are interested in particular trades and who have the ability to profit from the training.[3]

DRIVER TRAINING.—Schools that do not have driver-training ranges make arrangements with the schools where there are such ranges to take care of their students.

R.O.T.C. — Fourteen of the schools have an R.O.T.C. unit. These units are limited by the federal government budget, and no more schools will be added.

With these few exceptions, it can be seen that a fairly uniform curriculum is offered in all Detroit public high schools.

With these basic assumptions in mind, and with these preliminary remarks showing the processes of our thinking, the Curriculum Subcommittee submits the recommendations that follow.

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[3] Such a no-district plan on a modified basis is also true of the job-upgrading program. Schools not having a job-upgrading room or teacher send eligible students to those schools that have these facilities.

CURRICULUM AND GUIDANCE

Recommendations

I. CURRICULUM OPPORTUNITIES FOR PUPILS

1. ALL PUPILS SHOULD HAVE A CHANCE TO STUDY SUBJECTS IN WHICH THEY HAVE BOTH INTEREST AND ABILITY AND WHICH ARE BASIC TO THE CURRICULUM.

A detailed study of the subjects offered in every public high school in Detroit seemed to indicate that students would be able to study most of the courses they would want and need. However, in some schools certain college preparatory courses were not always available and in some an adequate variety of vocational exploratory courses[4] was not offered.

Allowances in terms of teacher service should be made so that in those schools where enrollments in certain important subjects are small, the classes may still be offered. A class size of six in secondary schools should not be too small for certain classes. Where enrollments fall below this number, the committee suggests that students be allowed to transfer to a school that offers the particular classes needed.

2. THE PRACTICE OF ABILITY GROUPING IN ACADEMIC SUBJECTS SHOULD BE CONTINUED AND EXTENDED WHERE NECESSARY IN THE SECONDARY SCHOOL.

Such a practice will enable students to proceed at their own ability rate; that is, the more gifted children will not be handicapped by the slower learners, and the slower learners will not be discouraged by the more rapid ones. On the other hand, there should be no ability grouping in many group activities and in non-academic subjects, so that democratic relations among the student body will be encouraged.

3A. DEVELOP A TOTAL SCHOOL PROGRAM TO DO A BETTER JOB OF PREPARING ALL PUPILS FOR THE WORLD OF WORK.[5]

To prepare all youth to enter the work force is today one of the nation's greatest concerns and is recognized as being a responsibility shared by the schools. The job-upgrading and various vocational, commercial, and cooperative work programs represent constructive approaches to meeting the educational and employment needs of a limited number of students who leave school before graduation and of regular students who remain in school until graduation; but immediate attention should be given to preparing *all* pupils for eventual entry into employment. Preparation for work should begin early, should involve the entire school program, and should prepare pupils for work at all levels of ability. Pupils should be provided with the quality of instruction and guidance that will both encourage and direct them into programs of study leading to occupations appropriate to their aptitudes and interests, and into occupational fields where there is a reasonable expectation for their success as well as those in which there will be a future demand for workers. Classroom teaching, counseling, and job placement should be closely related; and both counselors and teachers should be provided with a better understanding of the role of the entire school program as it relates to the preparation of pupils for the world of work. There should be continuous evaluation of the school program, including follow-up of pupils after entry into the labor force.

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[4] *Vocational Exploratory Courses.*—Those courses such as the wood working, metal work, electrical, printing, drafting, and others using shop and laboratory experience. Some of these courses are now offered in the elementary, junior high, and senior high schools. Participation in these classes gives the pupil an opportunity to discover from first-hand experience his interests, aptitudes, and abilities.

[5] *World of Work.*—Meaning all of the legitimate activities by which people make their living. This matter is of particular concern at the present time because of a rapidly changing employment market and an increasing incidence of unemployment. It has many implications for the schools who are training youth for entry into the field of employment.

The Detroit Schools Committee on Preparing Pupils for the World of Work has been concerned with all phases of the school program which have a bearing on the employability of youth—academic subjects, as well as those usually identified as occupational in nature. The drop-out problem, automation and mechanical displacement, school-supervised work experience, aptitude testing and vocational counseling, and similar problems are also considered in the Committee Report (*op. cit.*).

CURRICULUM AND GUIDANCE – RECOMMENDATIONS

3B. ALL ACTIVITIES AND WORK EXPERIENCE PROGRAMS SHOULD BE AVAILABLE TO ALL YOUTH ACCORDING TO INTEREST AND ABILITY REGARDLESS OF RACE, CREED OR COLOR.

Special attention should be given to the educational and work experience needs of deprived youth, to encourage them to remain in school and to be better prepared to enter the competitive work force. In this area, the Negro has suffered disproportionately. Studies show that Negro youth have a higher drop-out rate, and that they experience difficulty securing gainful employment even after graduation from high school. A recent survey of courses provided for apprentices[6] and of various work experience programs conducted by the Board of Education revealed that few Negroes were enrolled in these activities. There was also noticeable absence of cooperative course offerings in certain high schools. The Board of Education should not participate in any training program which may discriminate in selection, training and placement of students.

The Board of Education should request the Michigan Employment Security Commission to undertake occupational research which would provide schools with a realistic picture of the world of work. At the present time, the nature of the world of work is such that the job situation which now exists and the changes that will occur represent various unknown factors.

3C. STUDY AND APPRAISE THE ENTIRE BUSINESS AND VOCATIONAL EDUCATION PROGRAMS BEING OFFERED BY THE DETROIT BOARD OF EDUCATION IN VARIOUS COMPREHENSIVE, COMMERCIAL, AND TECHNICAL HIGH SCHOOLS, AND IN HIGH SCHOOLS WITH COOPERATIVE PROGRAMS[7]; THE APPRENTICE TRAINING, TRADE, SPECIAL SCHOOLS, AND THE JOB-UPGRADING PROGRAM[8] SHOULD RECEIVE PARTICULAR ATTENTION WITH THE END IN VIEW OF ESTABLISHING MORE COMPREHENSIVE AND BETTER COORDINATED EDUCATIONAL AND TRAINING PROGRAMS INVOLVING ALL TEACHERS AND FOR PUPILS OF VARIOUS LEVELS OF ABILITY.

Analysis of the business and vocational courses and cooperative programs[9] offered in various comprehensive high schools indicates quite a variation in the number of course offerings, sequence in which courses are offered, standards of instruction, equipment and facilities, and work experience opportunities provided by these schools. Only a comparatively small number of pupils are able to participate in the cooperative work experience programs because of limited and unequal training opportunities. Present vocational courses tend to center around programs leading to high-school graduation, although about 40 per cent of pupils do not complete high school. Vocational-education programs and attitudes towards vocational education have not kept pace with changes in the world of work, and essential areas of vocational education are left out of the curriculum because of restrictions in the federally reimbursed programs. All pupils should be able to participate in programs designed to prepare them for entry into the world of work. The present practice, which in some instances makes vocational programs available only to the best students and in others relegates only the weaker pupils to vocational and trade courses, should be discontinued.

Further, it is not realistic to expect the discarded or reluctant learner to be absorbed into the labor force. There are decreasing opportunities outside of school for the unprepared to fit themselves for jobs.

The changing role of women in the work force indicates the urgency, for most vocational programs, of re-assessing the training needs of girls for work and of expanding their opportunities for vocational preparation. Trade and technical jobs are opening to women in increasing numbers.

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[6] *Apprentice.*—An apprentice is a high-school graduate who is hired by an employer to learn a useful skill. The apprentice learns the practical part of his skill on the job and spends 1/10 of his time in school learning related subject-matter information. Two schools offer such related courses at the present time, Cass Apprentice School and Apprentice Training School.

[7] *Cooperative Program High School.*—A school where students spend approximately half of their time in school and half of their time in industry or business in an actual work situation. Programs of this kind are offered in machine shop, drafting, electricity, typewriting, shorthand, office machines, and retailing and sales. There are many high schools offering some phase of the cooperative program. In addition, one school, Wilbur Wright Cooperative High School, is completely organized around the cooperative educational program.

[8] *The Job-Upgrading Program.*—A flexible, voluntary and informal program for young people 16 to 21 years of age who are out of school and unemployed. It helps them to become more employable, to find jobs, and to be self-supporting as well as successful workers. Careful attention is given to each young person's individual needs. They receive help in getting to know themselves, solving personality problems, discovering interests, aptitudes and abilities, learning to get along with others, and training in how to get and hold a job.

[9] *Cooperative Education Programs* were originally organized "to share training responsibilities with our industries;" therefore the name, *cooperative education.* Students engaged in these programs spend approximately half of their time in high schools and half of their time in industry or business in an actual work situation. Depending on the program, the students' time is usually, (1) divided on a "two weeks in school, two weeks at work" basis, or (2) one half-day in school and one half at work. Programs best suited to this kind of organization are usually associated with training in skills such as machine shop, drafting, electricity, typewriting, shorthand, office machines, retailing and sales.

3D. Efforts should be made to increase the work-assignment opportunities in the job-upgrading program and the co-op programs in business, industry, and retailing, enlisting the cooperation of employing business and industries and of labor unions to give opportunities to all youth. These programs should be expanded.

Assignments to work experiences in co-op programs in industry, business, retailing, and job-upgrading should be made without regard to race, color, or creed. Business, industry and labor unions should be informed regarding this method of assignment.

At the time when this report was written, only 58 of the 354 students involved in the job-upgrading program were employed in work assignments. Since work opportunities offer the potential drop-out the greatest inducement to participate in job-upgrading programs, the need to develop work assignments cooperatively with business, industry, and other agencies is critical. The job cannot be done by the schools alone; the Board should work actively with business and industry in the development of job opportunities.

Recent statistics indicate that although there are 792 white youth and 811 Negro youth in attendance at the High School of Commerce, the proportion of white youth who are in job assignments is very much out of line with these figures. On job assignment in retailing or office work, as part of the cooperative program, are 218 white pupils and only 44 Negro pupils. At Wilbur Wright, whereas the white pupils are slightly more than two times as numerous as the Negro pupils, about five times as many white pupils as Negro pupils are in job assignments. In the city as a whole, less than 10 per cent of the pupils participating in the retailing and office cooperative programs are Negro pupils.

4. The entire curriculum offered high school girls with special educational problems[10] should be evaluated and revised in terms of their limitations and known needs.

Educational opportunities for girls with special educational problems are presently inadequate in the Detroit school system. A total program for these girls needs to be developed.

The program available at the Farrand School needs to be improved. Facilities are needed for health education and for arts and crafts. There are good programs in home economics, commercial foods, and business education that are geared to the abilities of the students. The school has a related academic program which caters to student needs but there is a paucity of teaching materials and textbooks suitable for these students. The academic classes have girls who have come from grades ranging from the 7B through the 10th grade, and it is most difficult to suit the instruction to such a wide range of ability.

Many parents and some school personnel regard Farrand as a Special Education school. Although parents may agree that their daughters need an adjusted program of instruction, they frequently object to a transfer to a separate school facility. They want the help offered by the school, but resent having to send their daughters to school with mentally retarded and behavior problem girls. In many cases they will not accept a transfer to the school. They feel their child is being denied equal educational opportunities commensurate with her ability.

There is a recognized need for additional facilities for girls who are emotionally disturbed or are presenting behavior problems unmanageable in the regular classroom. At present there are only two classes in Detroit schools for such students (girls). There are no classes for girls under 15 who are of this type. The two classes for ungraded girls are in the Farrand School.

5. The Board of Education should receive annually evaluative reports as to how its curriculum policies are implemented at the local school level.

The Board of Education needs to receive periodic reports from members of the staff in order to appraise educational progress — so that school policies reflect community concern and thought.

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[10] *Special Education.*—A special program for mentally, socially, and physically handicapped boys and girls.

II. CURRICULUM OPPORTUNITIES FOR CULTURALLY DISADVANTAGED PUPILS

6. Abolish summer school fees for remedial classes and classes for children who failed, so that all students can attend those particular summer classes. As a long range goal, all courses offered in the Detroit public schools during the summer session should be tuition free and open to all pupils who qualify to take them.

The present policy of charging a fee for summer school students deprives some children of the opportunity to make up a grade or to do remedial work. In many instances these are the very children who cannot go to camp, or to a private cottage. A child who falls behind in his school work may be older than his fellow classmates, soon may lose interest in his work, and eventually may drop out of school. As a long-range goal, the Board may want to consider the feasibility of eliminating fees for all summer school classes.

7. Although the committee urges the continuation of free textbooks, lunches, and bus tickets to students who are unable to pay for these services, it recognizes that these are budgetary items which properly belong to other governmental agencies. It is hoped that these agencies will be able in the near future to assume these responsibilities, and that the school dollar will be utilized for educational purposes. These free services should be extended on a temporary basis quickly after the beginning of a new semester; otherwise the child will be penalized until such time as the parent's request for free services has been approved or denied. Decisions as to who should receive these services should be centered in one department, possibly the Attendance Department, in order to provide a uniform policy based on the professional training and insight of the staff working in the community.[11]

Since one department such as the Attendance Department operates over a much larger area than any one school, uniform and equitable decisions are much more likely to occur if handled by them. If the decisions were to be left to the individual schools, many inequities would result, not only among schools but within schools as well.

8. Adequate free bus service for field trips should be made available for schools wherever there is demonstrated need for such service.

According to the Board of Education *Proceedings* of September 12, 1961, page 87, during the year 1960-61 the Board of Education had only one bus in service to transport children. This bus was able to provide a total of 308 individual trips for 155 schools. Schools that plan field trips generally charge the children for the transportation.

In addition to the very limited service provided by the Board of Education, some additional funds for free bus service were donated to the schools by two agencies. The city-wide parent-teacher council gave $597 to the Board for free bus trips, and the Institute for Economic Education provided funds to pay for 227 free bus trips during this year. Since the Detroit public schools have several thousand classrooms in various sections of the city where the 50 to 75 cents charged for a bus trip would be beyond the means of some children, it can be seen that the service provided is inadequate to meet this need.

Field trips are considered an important contribution to the educational program of the child; and for many children, field trips represent the only way in which they can participate in this educational experience. Necessary funds for this purpose should be designated. This applies particularly in communities where parents do not have the means or even the inclination to foster such experiences on a family level.

9. Provide for each school a petty cash fund for unexpected school needs.

Many schools situated in low-economic areas are unable to support a petty cash fund. At the present time no allocation of such funds is given by the Board of Education.

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[11] This recommendation and the comment thereto are identical with School-Community Relations Recommendation 17.

III. INSTRUCTIONAL IMPROVEMENTS

10. IMPROVE THE LANGUAGE AND ARITHMETIC PROGRAMS IN AREAS OF READINESS,[12] REMEDIAL SKILLS, AND CLINICAL NEEDS.

Since reading is so important to future school success, we urge that an intensive remedial reading program be established, particularly in the early elementary grades where the majority of failures occur and where the reason for failure seems to be largely the inability to read.

Remedial instruction in reading and arithmetic, where needed by more than a few pupils, should be provided as an integral part of the school program of studies.

It may be necessary to provide reading-improvement classes which are open to all pupils who need or want to increase their reading efficiency.

Remedial reading and arithmetic programs should be established on a need basis in all schools, and competent teachers distributed accordingly. High priority should be given to helping teachers to understand and to teach pupils who show greater variation in reading and verbal usage. The remedial programs need to be intensified in the later elementary grades and in the junior and senior high schools.

This service could be combined with counseling and other pupil adjustment and remedial services on a district basis.

After-school classes find the students as well as the teachers tired. Those children who perhaps need help the most are not interested in remaining while other children are at play. Teachers report that it is also difficult to get children to attend regularly classes which are held in the morning before the school day begins.

Special remedial help for students showing need should be available during regular school hours.

11. ESTABLISH A SCHOOL LIBRARY IN ALL SCHOOLS REGARDLESS OF SIZE OR LEVEL; IMPROVE EXISTING LIBRARY PROCEDURES AND FACILITIES.

The present policy is to assign a school librarian to each elementary school having more than 16 sections. All junior and senior high schools have library facilities and professional school librarians.

The school library plays a vital role in stimulating interest in reading, particularly in underprivileged areas. Children who attend small schools should not be penalized by lack of professional librarians or lack of complete facilities. Books in all school libraries should be circulated regularly. Teachers and librarians should encourage children who do not have many books in their homes to borrow books from the school library regularly.

12A. IMPLEMENT THE RECOMMENDATION OF THE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS[13] TO PROVIDE FOR THE PLANNED USE OF SCHOOL BUILDINGS AFTER SCHOOL HOURS.

12B. OPEN SCHOOL LIBRARIES AFTER SCHOOL HOURS TO ENABLE STUDENTS TO STAY IN OR RETURN TO SCHOOL FOR THE PURPOSE OF DOING HOMEWORK, USING THE LIBRARY, INDEPENDENT STUDY, OR OBTAINING ASSISTANCE FROM A TEACHER.

While the present program of school-building use has been liberalized somewhat in line with recommendations by the Citizens Advisory Committee on School Needs, it is recommended that further study be made with a view to further progress. In this area, attention is called to the fact that special classes are sought by groups in some underprivileged areas. In enlarging this particular service of use of school buildings and providing needed programs, the expenditure of certain sums of money and the cooperation of community agencies would have to be combined.

The township of Roseville and the city of Flint have been able to obtain support to institute a school-community plan for after-hour use of schools. Some districts in the city of Detroit have very few recreational facilities. Youth in these areas have been reported as walking the streets looking for social and recreational outlets, often crashing private social gatherings because there are no facilities or programs to meet their needs.

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[12] *Reading and Language Readiness.*—"Language readiness for school beginners" is the stage of development at which the child has attained the ability to listen with comprehension and to speak with clarity concerning his experiences, and is ready and anxious to learn other methods of communication such as reading and writing.

The term "language readiness for school beginners" is a better term than "reading readiness", when speaking of small children. "Reading readiness" may be applied to any child or group of children at any stage of learning to read. Further, it is a limiting term in that it refers only to reading and does not spell out listening and speaking, which are also important language arts.

[13] School-Community Relations Recommendation 19, *op. cit.*, p. 145.

The system used in Community Schools in Flint, of having a teacher begin at noon and work through the evening hours could implement the recommendation on school libraries.

High schools are open for evening school; a teacher (not necessarily a librarian) could be employed to assist students, including evening-school students, in their homework or independent study. In many communities in Detroit, students do not have the opportunity for study and the use of reference materials.

(Perhaps this recommendation could be tried in a high school as part of the Great Cities School Improvement Project.)

13. EXTRA-CURRICULAR ACTIVITIES IN EACH SCHOOL SHOULD BE PLANNED TO SEE THAT THEY ARE READILY AVAILABLE TO ALL STUDENTS, THAT THEY ARE REPRESENTATIVE OF THE INTERESTS OF THE PUPILS, AND THAT THEY ARE A COMPLEMENTARY PART OF THE REGULAR SCHOOL CURRICULUM.

Since the curriculum means all learning experiences under the supervision of the schools, a rich extra-curricular offering is essential to a good education for the child.

A good extra-curricular program is a planned program which takes into consideration the needs of the student.

The principal should take the initiative in stimulating faculty cooperation in developing opportunities for every student in a school to participate in at least one rewarding and constructive extra-curricular activity.

The extended schedule forced upon some high schools by overcrowding seriously curtails opportunities for extra-curricular activities.

14. PROVIDE A WORKROOM FOR TEACHERS IN EVERY BUILDING, WITH DUPLICATING EQUIPMENT, TYPEWRITER, ART EQUIPMENT, AND OTHER MATERIALS.

The emphasis which is now placed on the value of visual aids and other instructional materials makes such a workroom highly desirable. Although some schools have recognized that such a room is desirable and have established such visual-aid centers, many schools have either not recognized the need or have been unable to establish such an educational center. Teachers are, therefore, compelled to make their own visual and teaching aids at home or wherever they can find the room, and to furnish all of the materials at their own expense. Such conditions naturally lead to considerable inequality, not only among schools but within schools, because of the wide variation in the ingenuity and activity of teachers.

15. ESTABLISH AN INSTRUCTIONAL-MATERIALS CENTER IN EACH SCHOOL WHICH WOULD INCLUDE ADEQUATE AUDIO-VISUAL EQUIPMENT, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS.

A number of principals indicated a need for additional audio-visual equipment as well as a place to keep materials. It would appear to be desirable to organize all equipment and materials in a central location in the school. The trend appears to be to locate the instructional materials center in the school library. The following statement is part of an official statement adopted by the American Association of School Librarians in 1956:

> The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books, other printed materials, films, recordings, and new media developed to aid learning.[14]

16. INTERPRET CLEARLY THE FUNCTION OF THE DIVISION FOR IMPROVEMENT OF INSTRUCTION.

The role of the supervisor in cooperation with that of the principal needs to be further delineated in terms of responsibility and authority. Areas of concern are personnel functions such as evaluation of teaching effectiveness of probationary and regular contract teachers, establishing and adapting curriculums appropriate to the needs of individual schools and school communities, and providing continuing in-service education for teachers.

In view of the diverse needs of pupils in the Detroit school system, and as a means of promoting equal educational opportunities, additional supervisory staff should be provided. The committee is aware of the report made to the Board of Education by the Citizens Advisory Committee on School Needs; and feels that on the basis of its own investigation, further clarification of the report is necessary and the policy of providing additional supervisory staff should be established.

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[14] Business meeting of AASL during American Library Association Conference, Miami Beach, June 21, 1956.

17. COORDINATE THE CURRICULUM IN ALL GRADES, KINDERGARTEN THROUGH GRADE 12.

Elementary, junior high, and senior high school personnel should meet together to plan the development of curriculums. By way of illustration, there needs to be continuity in the teaching of foreign languages from elementary grades through high school.

18. ENCOURAGE ELEMENTARY AND SECONDARY SCHOOL TEACHERS TO HANDLE LARGER BLOCKS OF RELATED SUBJECT MATTER AREAS; E.G., LANGUAGE ARTS AND SOCIAL STUDIES, SCIENCE AND ARITHMETIC.

This would be particularly valuable in communities where students have greater guidance needs; e.g., need for good relationships with one adult. See CAC (School Needs) Curriculum Recommendation 41.[15]

We commend the trend in Detroit elementary schools to bring about self-contained classrooms in the earlier grades so as to enable younger children to establish good relationships with one adult. In school neighborhoods where the mobility is very high and classroom turnover great, this need becomes increasingly important even in the higher grades.

19. FACILITIES FOR CLASSROOM ARRANGEMENTS SHOULD BE PROVIDED SO THAT FLEXIBLE GROUPINGS CAN BE IMPLEMENTED FOR EFFECTIVE TEACHING.

A considerable number of seats in Detroit classrooms are fixed, particularly in the older buildings. It is estimated that this is true for about 30-40 per cent of elementary schools.

In order to create an environment more conducive to learning, we urge that movable desks and other movable furniture should be provided for all classrooms, and that fixed seats be replaced as soon as possible.

20. DEVELOP THE TEAM-TEACHING[16] APPROACH IN EACH SCHOOL.

Detroit, with its homeroom and special teachers at the elementary level and its special-subject teachers at the secondary level, has an unusual opportunity to promote team teaching. Individual schools have encouraged this approach at both the elementary and secondary levels. We recommend that this trend be encouraged and intensified; and that teachers and supervisors, along with consultants, plan such a program in each individual school.

The service of supervisors and college professors may be valuable for consultation, inspiration, exploration and critical analysis.

21. ENCOURAGE RESEARCH IN THE CLASSROOM, THE SCHOOL, AND THE COMMUNITY.

Teaching, research, and evaluation in the classroom need to be considered as closely related professional obligations. Classroom teachers can apply research methods and techniques daily to the teaching and learning process. This requires, however, a climate for research that encourages experimentation. Teachers may be involved in formulating problems, trying new approaches, keeping records in systematic ways, appraising outcomes for evaluation, and applying promising solutions. Test data are now available in the schools to be used to study the curriculum and the progress of individuals and groups under controlled conditions. School-wide research can be applied to the community to know more about the school's particular relation to it. If more research findings had been available, many of the recommendations of this subcommittee could have been made with a stronger informational basis to support the committee's judgment. Funds for research should be secured wherever possible to conduct small- and large-scale experimentation which may help to guide curriculum development.

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[15] *Op. cit.*, p. 22.

[16] *Team Teaching.*—An attempt by two or more teachers to improve the quality of instruction. As one example, team teaching may mean the close, active cooperation of two teachers in planning and offering educational experiences to a given group of children within a given area of working space. There are, of course, many other situations designated as team teaching.

CURRICULUM AND GUIDANCE — RECOMMENDATIONS

IV. PUPIL ACHIEVEMENT AND EDUCATIONAL STANDARDS

22. THE BOARD SHOULD ESTABLISH THE FOLLOWING POLICIES:

A. EVERY SCHOOL PRINCIPAL SHOULD BE REQUIRED TO MEET WITH HIS STAFF, ASSESS THE EDUCATIONAL PROGRAM OFFERED, AND INDICATE ANY STEPS NEEDED TO HELP HIS PUPILS.

B. SCHOOLS SHOULD HAVE ADDITIONAL PERSONNEL ASSIGNED ON THE BASIS OF NEED. NEED SHOULD BE DETERMINED BY ASSESSING THE EXTENT TO WHICH EACH SCHOOL HAS STUDENTS WHO ARE UNDERACHIEVING, PRESENT BEHAVIOR PROBLEMS, ARE SPECIALLY GIFTED, HAVE HEALTH PROBLEMS, OR ARE POTENTIAL DROP-OUTS.

C. STUDIES SHOULD BE CONDUCTED IN THE SCHOOLS THAT HAVE ADDITIONAL PERSONNEL TO DETERMINE WHETHER THERE ARE CHANGES IN PUPIL ACHIEVEMENT AND PUPIL ADJUSTMENT, AND TO IDENTIFY THE FACTORS THAT WERE INSTRUMENTAL IN PROMOTING CHANGE OR A LACK OF CHANGE.

The subcommittee believes that there is sufficient evidence to indicate that within each school equal educational opportunities depend on the teachers, counselors, and administrators.

We would like to reiterate our recognition that the primary purpose of the schools goes well beyond the teaching of reading, writing, and arithmetic. We agree with the Citizens Advisory Committee on School Needs in its statement regarding the goals of education.[17] We recognize that an educational program today needs to provide boys and girls with knowledge, attitudes, and skills that will enable them to make the greatest contribution both to their own personal lives and to the continued growth of our democratic society. We do feel, however, that basic skills are vital if each child is to achieve the broad goals of education. Basic skills represent part of the means whereby every student can move toward achieving the most of his own unique potential.

In many instances, staff in schools in lower-economic areas are doing a successful job of helping pupils achieve the broad goals of education, as well as the specific goals in skill subjects. However, there is evidence that in other schools in these areas such broad or specific goals are not being achieved successfully.

The reports of other subcommittees, especially School-Community Relations, document the fact that many children in lower socio-economic areas have many problems in terms of their health needs, general living conditions, and the opportunity to hear correctly spoken English in their homes or to observe reading and writing successfully carried out by adults. Such problems are real deterrents to maximum educational achievement. The fact is that no one has yet developed a plan which is completely successful in helping such children to achieve the goals of education with the same comparative ease as children who come from advantaged and economically secure homes.

Most people who enter the teaching profession are interested in helping children to achieve success in their school endeavors. However, because of the problems mentioned above or because the additional tools and help are not provided, a condition of teacher apathy can develop when students do not achieve the desired teacher goals. Such a feeling, if allowed to permeate the entire school, can result in a school which is at best a custodial institution.

The committee would like to point out that it recognizes along with Dr. Benjamin Spock the complexity of helping children who are unsuccessful in school:

> Many factors can keep a child from succeeding in his lessons. If he is a very anxious person or if his early life was seriously deprived, he may have a limited capacity to pay attention to any subject. There is also the question of intellectual ability: we are apt to think only of the special problems of the superior child and of the one who is distinctly retarded, forgetting that in the average classroom there is an appreciable difference in the response of the child with an I.Q. of 110 and the one with an I.Q. of 90. Then there are the specific learning disabilities, particularly in reading but also in arithmetic, even in children of normal and superior intelligence: 10 to 15 per cent of all boys (and 2 or 3 per cent of girls) have appreciable difficulty learning to read. Since reading is basic to other subjects, too, these children are bound to lose some self-confidence, some enthusiasm for school . . .
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> Another vital element in maladjustment to school is poor motivation. This is seen in its simplest form in the child in the early grades

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[17] *Op cit.*, pp. 3-6.

> who has little interest in learning to read because his parents hardly ever read themselves and have never read a story to him. (We who come from reading families don't realize that our children's craving to read came from wanting to be like parents, and from the joy of being read to.) In the elementary-grade years children are relatively docile and most of them do conform, even if they have little enthusiasm.
>
> It's quite different in the high-school years when rebelliousness against authority, the desire to get a job and earn money like a man, romantic urges all wax strong. Then interest in schoolwork becomes feeble by comparison unless the family is dedicated to the ideal of advancement through learning. As a matter of fact, even in families of the highest level of education and achievement an appreciable percentage of high school and college boys run into temporary slumps.
>
> The widespread problem of limited academic motivation is lost sight of by critics of our schools such as certain university educators, intellectuals, and others who have made great achievements with their brains. They object to a child's being promoted unless he has clearly passed all the subject matter of the grade.
>
> What these critics don't realize is that few children have—as they had—the high degree of intellectual aptitude and academic drive which can make any abstract subject challenging, no matter how dry it is. If their recommendations were carried out, the children in the brightest quarter of the average school could progress through to college (though I believe they would show lacks, compared with the graduates of our better schools, in the areas of initiative, cooperation, ability to tackle a brand-new topic or problem). The other three quarters of the children might do fairly well at first. But by junior high school every class would contain children who had been left back one or two or three years and were now disgusted with school and themselves. By high school I think that a majority of all the boys would be either truants or troublemakers or nonparticipating dreamers.[18]

There is ample evidence, however, that where school administrators on a local level are dedicated, use ingenuity and effort, and have the assistance of cooperative staffs, many students have been helped. There are numerous examples nationally where school principals and staffs are working diligently with these pupils and parents. In spite of the fact that these schools are located in areas of broken homes, meager resources, and high delinquency, substantial educational results have been achieved.

On the national scene the Higher Horizons program in New York City offers outstanding evidence that children can be helped in spite of cultural backgrounds that have been presumed to provide insurmountable obstacles.

To quote Mr. Henry Hillson, Principal of the George Washington High School in New York City:

> This report has told the story of a group of boys and girls, most of them limited in background, from their entrance into high school to their graduation. What have the results been? Thirty-nine more pupils finished high school than before; 2½ times as many completed the academic course of study; 3½ times as many went on to some form of higher education. Many developed interests in the theatre, concert, and the ballet. Many who had never shown any concern for books developed an interest in reading fine literature.
>
> There were also many intangible results that were directly due to the project. These cannot be measured scientifically, but from our daily observation of the project students in the subject classes, in clubs, and social activities, we detected many important changes in their personalities. As their high school course drew to a close, it was apparent that many of them had developed poise, maturity, and a sense of self-worth. Most important of all their attributes was this new image of themselves, which enabled them to achieve in many areas and face the future with hope and confidence.
>
> We believe that every part of the program was necessary to its success. Subject matter emphasis, guidance and clinical assistance, the cultural program, work with parents—all contributed to the final outcome. By far the most costly part of the program resulted from the additional teacher time used for subject matter accomplishment, but this was imperative to the program.
>
> We have found that a thorough and solid educational and guidance program can succeed in discovering and developing abilities which otherwise may be lost to the nation, but we learned no easy way of accomplishing this. In three years we found no substitute for sound educational procedures that would enable the young people to prepare themselves for college and careers. There were remarkable improvements in the scholastic work of

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[18] Benjamin Spock, M.D., "Prevention of Delinquency in Schools." *Ladies' Home Journal*, May 1961, pp. 27-28.

> some of the boys and girls, but we did not discover any dramatic devices or inspirational slogans that would keep these pupils at their studies year after year. Whatever was accomplished came as the result of hard, unceasing day-in and day-out work by teachers, counselors, and supervisors, as well as by the students themselves.
>
> The most important thing we have learned from three years of living with the project is that there can be the promise of a good life for an untold number of boys and girls for whom, heretofore, there has been little promise. What was done at George Washington High School can be done everywhere.[19]

The need is obvious. These children can be helped when they have teachers, counselors, and administrators who are willing to wage an all-out cooperative school and community effort, and if the schools are given sufficient additional personnel resources.

School people who feel that unless children come to schools motivated to learn they cannot learn are either unaware of the evidence that children can improve self-concepts, raise their level of aspirations and achieve far beyond initial accomplishments; or, due to bias or lack of professional ability, they are unwilling to exert the needed energy to assure learning.

23. THE STAFF IN EVERY SCHOOL IN DETROIT NEEDS TO REVIEW TOGETHER WHAT THE PURPOSES AND GOALS OF EDUCATION ARE, AND HOW STANDARDS DEVELOP AND CHANGE TO MEET THESE PURPOSES AND GOALS.

The word "standards" apparently has two meanings in education. Some people use the term to refer to establishing the same level of achievement for all. Others refer to establishing standards for individuals; *i.e.*, each student needs to have achievement standards set for him that are reasonable and consistent for him. The argument for the latter is that it is unreasonable to set the same level of achievement for all students, since this operates to the disadvantage of both slower and faster students. *The subcommittee will not quarrel with the concept of individual standards which most educators favor. When teachers and administrators are prepared to explain the manner in which they arrive at such standards and put them into practice, parents are reassured that proper evaluation exists in the school system.*

24. REMEDIAL READING, SPEECH, AND ARITHMETIC TEACHERS SHOULD BE ASSIGNED FULL TIME TO SCHOOLS WHERE THE ACHIEVEMENT RECORD IS LOW AND THE DROP-OUT RECORD IS HIGH, TO HELP CHILDREN WHO ARE IN NEED OF ADDITIONAL EDUCATIONAL HELP.

V. *ORGANIZATION*

25. PROMOTE PUPILS ON AN ANNUAL RATHER THAN ON A SEMI-ANNUAL BASIS.

This was Recommendation 5 of the Citizens Advisory Committee on School Needs. Almost every educator agrees that we would enable teachers to do a much better job if they were able to remain with students for a full year. It takes teachers a long time to get acquainted with their children. Every time teachers get new classes they have increased clerical duties, and they must devote valuable time to activities in getting a class organized; this would not happen if students could remain, whenever possible, with the same teacher.

In the interim, administrators should be encouraged to organize their schools so that teachers could remain with pupils for a full year wherever possible. Some Detroit administrators are already doing this.

26. THE BOARD OF EDUCATION SHOULD ESTABLISH A POLICY TO PROVIDE TEACHERS WITH AT LEAST ONE DAY EACH SEMESTER FOR INDIVIDUAL PARENT-TEACHER CONFERENCES.

We commend Detroit's recent trend to stress the parent-teacher conference and to provide time for these conferences. Since various reports indicate that only about 30-40 per cent of the schools dismiss for this purpose, we urge that this program be extended just as soon as possible. Several afternoons and evenings a semester might be a more suitable possibility, since it is unreasonable to expect parents and teachers to get much from 30 or 40 ten-minute conferences held in one day.

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[19] Henry T. Hillson, "A Demonstration Guidance Project", National Association of Secondary School Principals (Washington, D.C.: NASSP, April, 1961) Volume 45, No. 264, p. 364-365.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

VI. ADMINISTRATION

27A. CLEARLY DEFINE THE ROLE AND RESPONSIBILITY OF THE PRINCIPAL AS THE LEADER OF THE INSTRUCTIONAL PROGRAM IN HIS SCHOOL.

27B. EVALUATE HIS PERFORMANCE AS AN EDUCATIONAL LEADER IN DEVELOPING CURRICULUM, APPRAISING MATERIAL NEEDS, IMPROVING SCHOOL-COMMUNITY RELATIONSHIPS, AND STRENGTHENING STAFF MORALE.

As curriculum leader, the principal should continuously evaluate the achievement of his students and supervise the work of his teachers and other personnel. The Board of Education should ask the Superintendent to establish reasonable criteria and procedures whereby every administrator could be regularly evaluated.

28. MORE SUPERVISION IN THE MODERN SENSE OF THE WORD (THE REAL PURPOSE OF SUPERVISION SHOULD BE TO IMPROVE THE QUALITY OF INSTRUCTION, RATHER THAN TO RATE THE INDIVIDUAL) SHOULD BE PROVIDED.

At present the members of the staff in supervisory positions—principals, assistant principals, department heads, supervisors—are so buried in other work as to leave little time for supervision.

Added to an already full-time job, school people are asked to assume responsibility for more and more school activities, projects, research, committees, community affairs, etc., without provision being made to provide the personnel to bring those additional responsibilities to a successful fruition. Quality work cannot be maintained in all essential areas without additional personnel or without relief from some of the day-to-day job responsibilities.

29. EVALUATE AND INTERPRET THE TESTING PROGRAMS FROM KINDERGARTEN THROUGH GRADE 12 FOR THE SCHOOLS AND FOR THE COMMUNITY.

The school system should provide for regular evaluation of city-wide testing by a central committee on tests used in the schools. The committee would appraise the tests and could recommend procedures for test administration and interpretation of results.

The committee should include professional representatives of different educational disciplines representing the various social, economic, and ethnic groups in the community.

Broader understanding of the values, purposes, and limitations of the various kinds of tests is needed by counselors, teachers, students, and parents. All have a part in the assessment and diagnosis of pupils' potential, interests, accomplishments, deficiencies, and problems. Emphasis needs to be given to the adequacies and limitations of tests in estimating pupil potential. It needs to be realized that tests may not adequately measure the potential that many children have. Tests of mental ability estimate a kind of potential for further school learning, rather than innate intelligence as such. Experience has indicated that scholastic ability measurements are not always stable, particularly the group tests used with young children. Tests may be used too often for judgmental purposes to determine status rather than for noting pupil progress for guidance purposes. The results of mental ability tests in particular may be used incorrectly to set learning expectations at lower than appropriate levels. Thus, pupils may become satisfied with less than their best achievement. Challenging standards need to be set for all pupils on an individual basis in terms of realizing the greatest learning possible.

Cumulative test records[20] should be readily available to all teachers in the schools, and administrators should encourage their appropriate use. These records should include not only the results of standardized tests of ability and achievement but also interest inventories, health records, and notations of significant incidents to help in the educational growth of individual pupils.

Research in the entire area of testing needs to be continuous. When the tests provided have low validity, they should be discarded as newer and better standardized tests become available.

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[20] *Cumulative Test Record.*—An individual record, usually permanent, kept by the school personnel for each student. It is an educational history containing not only the scores of standardized tests taken during the child's school career but other pertinent data such as teacher observations and special abilities of the child. The continuity of these records makes them valuable in assessing pupil growth and noting changes in pupil behavior.

30. THE ROLE AND RESPONSIBILITY OF THE DISTRICT ADMINISTRATOR SHOULD BE CAREFULLY DEFINED.

The function of this relatively new position as the administrative head of a school district should be clearly delineated in terms of authority, responsibilities, services, and relationships with other district administrators and administrative divisions of the school system. The authority of the district administrator to determine the needs and to provide the necessary services to his district are not clearly understood. This situation affects the educational opportunities provided in each school district.

VII. IN-SERVICE EDUCATION

31. THE SCHOOL SYSTEM SHOULD ORGANIZE ADDITIONAL IN-SERVICE COMMUNITY EDUCATION PROGRAMS FOR ADMINISTRATORS.

The purpose of these programs would be to provide specific help for understanding the special needs of children from deprived areas and of children of different ethnic, racial, social and economic backgrounds. These programs would help administrators understand the tasks confronting teachers who deal with children from these backgrounds. Most important of all, this kind of a program could initiate thoughtful discussion among administrators and suggest action in the role of the school in a changing neighborhood.

The administrator needs to provide the leadership and promote the climate that enables a school to become a real part of a community instead of operating in isolation from it.

32. EVERY SCHOOL SHOULD ESTABLISH AN IN-SERVICE EDUCATION PROGRAM WHICH FOCUSES ON UNDERSTANDING THE COMMUNITY AND LEARNING HOW TO IMPROVE THE SCHOOL EXPERIENCES OF CHILDREN WITH DIFFERENT CULTURAL BACKGROUNDS.

The most obvious source of unequal educational opportunities in educating children appears to be rooted in the influences caused by culturally disadvantaged backgrounds. These children tend to have a lower achievement, higher failure rate, and greater percentage of truancy, drop-outs and delinquency.

Many educators — teachers, counselors, administrators, and others--are products of backgrounds which differ from those of their students. Their experiences may not have equipped them to understand and communicate satisfactorily with these children or their parents.

This kind of in-service education program would help teachers recognize the extent to which prejudices, which all of us have, may affect the learning situation. Misinformation in the area of occupational information, and failure to recognize differences other than I.Q., are other aspects which could be studied.

VIII. MATERIALS, BOOKS, SUPPLIES, AND COURSES OF STUDY

33. TEXTBOOKS ADOPTED IN GRADES ONE THROUGH EIGHT SHOULD BE MADE AVAILABLE ON THE BASIS OF ONE PER PUPIL.

Some children can afford to buy personal copies of textbooks in addition to those in the schools to be shared with other pupils. Many other students are deprived of this opportunity because their families cannot afford the cost. All students should have the opportunity to bring home for review or study purposes such texts as spelling, arithmetic, or reading books.

34. THE BOARD OF EDUCATION SHOULD APPROVE A LONG-RANGE GOAL OF PROVIDING TEXTBOOKS FREE FOR ALL PUPILS.

Many public-school systems all over the United States have a policy of providing textbooks free to pupils in all grades, while in Detroit this policy is used only through the 8th grade.

35. WHEN FUTURE TEXTBOOKS ARE SELECTED, PREFERENCE SHOULD BE GIVEN TO:

A. THOSE WHICH RECOGNIZE THE HISTORY, DEVELOPMENT, NEEDS, AND ASPIRATIONS OF OUR TOTAL WORLD COMMUNITY, AND

B. THOSE WHICH INCLUDE VALID REFERENCE TO THE CONTRIBUTIONS OF MINORITY GROUPS TO AMERICAN HISTORY AND OUR POLITICAL, SOCIAL, AND ECONOMIC LIFE.

Since almost 50 per cent of the children in Detroit's public schools are Negro, there is no legitimate reason why textbooks should continue to be used which do not accurately reflect the contributions and needs of the Negro in America and in the world community.

Materials should be made available to all students at every grade level so that they will be aware of the contributions of minority groups to the progress of our nation and to the world. Until such textbooks are available, teacher committees should be organized to develop resource materials for all grade levels.

36. PROVIDE AN ADEQUATE DISTRIBUTION OF MATERIALS AND SUPPLIES TO SPECIAL SCHOOLS TO INSURE THE IMPLEMENTATION OF THE TYPE OF PROGRAM FOR WHICH THESE SCHOOLS WERE DESIGNED.

A primary concern in many of the special schools was inability to get the kinds of materials and supplies needed, and at the time needed. For example, the Moore School for Boys receives inadequate supplies for the shops, the gymnasium, and the library; the Farrand Trade School has a paucity of teaching materials and textbooks suitable for its students.

37. COURSES OF STUDY AND RESOURCE UNITS FOR ALL COURSES AT ALL LEVELS SHOULD BE SUPPLIED FOR ALL SCHOOLS.

These outlines and units could be worked-out by teachers and supervisors in workshops, and would serve the double purpose of aiding beginning and less skillful teachers and of encouraging a more uniform instruction than at present.

Such courses of study and resource units have been thoroughly worked-out by some departments on a city-wide basis, but such teaching aids have not been made available in other departments. Materials are available for commercial, vocational, and homemaking subjects and others, but they have not been developed on a city-wide scale for many of the academic subjects. The high school English courses among others are being revised and planned through Saturday workshops, and this seems to the committee to be highly desirable. We believe that the practice should be extended to all subjects, and that future workshops should be held to re-evaluate such instructional material periodically. Equality of opportunity has greater possibility of achievement, if there is some uniformity in the courses offered at different schools.

38. ALL PRINCIPALS SHOULD BE INSTRUCTED TO MAKE PERIODIC (SEMI-ANNUAL) INVENTORIES TO ASSESS THE NEED FOR REPLACEMENT OF OBSOLETE, WORN OUT, OR LOST BOOKS AND EQUIPMENT IN ADDITION TO SECURING CURRICULAR MATERIALS (TEXTBOOKS, SUPPLIES, AND CONSUMABLE WORKBOOKS) AT THE TIME OF THE REGULARLY SCHEDULED REQUISITIONS. TEACHERS IN EACH SCHOOL SHOULD BE INVOLVED IN ASSESSING THEIR NEEDS.

Obviously this subcommittee is concerned with efficient use of school material. On the other hand, there is evidence that certain schools do not take full advantage of the materials available to them.

Teachers should share in the determination of need and the ordering of texts and materials for particular subject areas, classes, or grade levels, from a standard list for the city.

39. MULTIPLE ADOPTIONS OF TEXTBOOKS SHOULD BE UTILIZED TO A GREATER EXTENT IN ALL SCHOOLS.

Formerly only one textbook was adopted for a course, and no allowances made for individual differences. Now, although it is possible for schools to have multiple adoptions of textbooks, not all schools avail themselves of this opportunity. Not only the textbooks appropriate for most pupils should be on hand, but also other textbooks. Individual differences cannot be met unless the materials available are appropriate for all: the average, the slow, and the gifted.

40. EXPLORE THE POSSIBILITY OF GETTING SEVERAL PUBLISHING COMPANIES TO PRINT PAPER-BACK TEXTBOOKS FOR THOSE SUBJECT-MATTER AREAS WHERE THEY MIGHT BE APPROPRIATE.

The cost of textbooks has been steadily increasing. The total cost to the school system and to individual families might be considerably lowered if the feasibility of soft-cover books were explored thoroughly.

IX. COUNSELING AND GUIDANCE

There is feeling in the community that the counseling is frequently inadequate and the number of counselors below actual needs.

(1) Complaints have been received that some counselors do not seem to know of the increasing achievements of Negroes and other ethnic groups in such diverse fields as medicine, law, engineering, science, art, music, teaching, industry, technology, or governmental service. Others have been reported as discouraging Negro students from preparing for a certain field in a mistaken belief that they are helping the student avoid later disappointments, when he may be denied employment opportunity. Equal educational opportunity is not served by such practices on the part of any counselor however well-meaning. Since no one can predict what new opportunities will develop or what special needs for personnel will exist next month or next year, *a priori* judgments on the patterns of the past may well prove to be unsound. In no way is this to be construed to mean that counselors cannot counsel with *all* youth, basing their counsel upon sound knowledge of general employment opportunities which exist or upon sound knowledge of a student's capacities and the reasonable expectations of his achieving his life's work objectives; but race should not be a factor. Furthermore, it is felt that in general counselors may not be familiar enough with the industrial situation in this city, and thus be unable to make proper recommendations to pupils in the fields of trades and vocations.

(2) Counselors are not sufficiently familiar with the area the school serves, and counselors are assigned to a new area with little prior orientation to the community. Definite steps should be taken to promote more parent-teacher-counselor conferences on student programs to inform and guide.

41. A COMMITTEE OF COUNSELORS, ADMINISTRATORS, AND TEACHERS SHOULD BE ORGANIZED TO STUDY THE DUTIES OF COUNSELORS AND MAKE RECOMMENDATIONS THAT WILL ALLOW COUNSELORS TO FUNCTION MORE EFFECTIVELY.

There appears to be general agreement among guidance people that in most schools the counselor's primary functions should revolve around counseling students and consulting with teachers, parents, and others in the community. These happen to be the "human relations" functions which require the most time and are the most difficult to handle professionally. In Detroit the functions that assume dominance are record-keeping, clerical and administrative.

42. THE COUNSELING LOAD IN THE JUNIOR AND SENIOR HIGH SCHOOL SHOULD BE NO MORE THAN 300 STUDENTS TO ONE COUNSELOR. WHERE THE NEEDS OF THE SCHOOL POPULATION AND INTENSITY OF PUPIL ADJUSTMENTS REQUIRED ARE GREATER, THE NUMBER OF PUPILS PER COUNSELOR SHOULD BE REDUCED.

The problems that students have in the junior high school are of such a nature that the need for counseling and guidance is imperative. As a minimum the load in the junior high school should be equal to that established for the senior high school.

43. PROVIDE CONTINUING PERIODIC IN-SERVICE EDUCATION WORKSHOPS FOR COUNSELORS TO PROVIDE INFORMATION AND TRAINING NECESSARY TO ENABLE THEM TO OPERATE MORE EFFECTVELY IN THE FIELD OF COMMUNITY AND HUMAN RELATIONS.

In addition to meeting university standards, meeting course requirements, and passing a competitive examination for appointment, counselors should receive in-service education through workshops designed to increase their competence in the use of counseling tools and techniques and to provide specific help in understanding the needs of pupils at the local level and of various racial, ethnic, social, and economic backgrounds.

44. PROVIDE GUIDANCE CONSULTANT SERVICE TO ALL ELEMENTARY SCHOOLS, AND IN LARGER ELEMENTARY SCHOOLS, ASSIGN A GUIDANCE CONSULTANT TO THE REGULAR STAFF.

The schools have labored under the burden of trying to adjust children after problems have occurred. There is a growing national trend to utilize guidance personnel on a preventative basis; i.e., to place guidance workers in school situations where they might be able to help children before problems get too serious. The elementary school guidance consultant would function primarily as a consultant to teachers, administrators, parents, and others in the community. He would be responsible for serving as a counselor for older boys and girls. He would be able to work with teachers in identifying students with ability who have too often been neglected, and those students who present problems of adjustment. In large schools, the guidance counselor should be a regular staff member if he is to be of maximum value to the program.

Priority for this kind of service should be given to schools where the need is greatest —such as schools which have a high percentage of culturally disadvantaged children, and elementary schools that still contain grades seven and eight and therefore have not been assigned a counselor.

45. COUNSELING SERVICE SHOULD BE IMPROVED BY PROVIDING THE COUNSELORS WITH INCREASED AND ADEQUATE CLERICAL HELP AND WITH QUARTERS IN WHICH THEY MAY HAVE PRIVATE INTERVIEWS.

46. STUDY THE EFFECTIVENESS OF GUIDANCE, TESTING, PUPIL ADJUSTMENT AND YOUTH PLACEMENT[21] SERVICES PROVIDED BY THE DETROIT SCHOOL SYSTEM WITH A VIEW TO MODIFYING, COMBINING, COORDINATING, AND DECENTRALIZING SOME ACTIVITIES AND ELIMINATING THOSE SERVICES WHICH CAN BE HANDLED ADEQUATELY BY OTHER TAX-SUPPORTED AGENCIES.

The purposes of such an analysis would be to delineate the distinctive role of the public schools in this area, to eliminate duplication of effort by tax-supported agencies, and to coordinate better and to improve the efficiency of existing services toward the end of providing equal educational opportunities for all youth. The following constitute some of the factors which may be considered in this study:

A. The effects of the separation of guidance, testing, and youth placement activities into two widely separate functions on services to youth and efficient use of counseling personnel, records, facilities and supplies.

B. The selection, placement, and in-service training of counselors and coordination of the counseling program in the various school districts and at the local school level.

C. Testing and counseling services to pupils and out-of-school youth and adults, and testing services to employers and to the Board of Education Personnel Division. Also, the relationship of this service to other testing services provided by the Board.

D. Coordination of the Job-Upgrading Program with other work-upgrading programs operated under the vocational and business education departments.

E. The effects of decentralized placement activities on a district basis, and the problem of providing equitable job opportunities for youth living in the deprived areas where business conditions are poor. The question exists whether decentralized placement may promote possibilities for discrimination.

F. Providing effective vocational-counseling, testing, job-training, and placement activities for in-school and out-of-school youth as a necessary part of education without duplicating the services provided by the Michigan Employment Security Commission.

G. The coordination of employment counseling and job-placement activities with the school counseling, instructional, and work experience programs.

H. The relationship of the guidance, testing, and youth-placement services with business, industry, labor organizations, and governmental and social agencies.

J. Evaluation, follow-up, and research activities.

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[21] *Youth Placement Service,* or Junior Placement Service and attendant employment counseling, is generally considered to be assistance given to youth between the ages of 14 and 21 whose immediate interests are in securing either part-time or full-time employment. Supervised part-time work is a valuable supplement to regular school programs. Assistance from school experienced counselors helps youth make these adjustments and also aids employers in the community in such matters as securing Social Security Account Cards and Working Permits, interpreting child labor laws, and many things of like nature. Junior placement service has been an integral part of the Detroit Public Schools since 1921—some 40 years.

47. STATE, LOCAL, AND PRIVATE SOURCES NEED TO INCREASE FACILITIES FOR CHILD-GUIDANCE CLINICS, DIAGNOSIS, AND TREATMENT OF CHILDHOOD PROBLEMS OF ADJUSTMENT IN THE HOME, SCHOOL, AND COMMUNITY. THE BOARD OF EDUCATION IS URGED TO TRANSMIT THIS RECOMMENDATION TO THE APPROPRIATE AGENCIES DISCUSSED ABOVE, AND TO JOIN THESE AGENCIES IN THE EVALUATION AND IMPLEMENTATION OF THESE NEEDS.

According to all indications, there is a great need for diagnosis and treatment of childhood adjustment problems. Schools indicate that in many instances referrals must wait for long periods of time before the various centers in the community can offer guidance. At certain economic levels, parents are able to seek private help for their children. In many other instances this is not possible. Lack of immediate treatment often leads to misunderstanding on the part of home and school, and results in apathy, failure in school, or undesirable behavior patterns. There is immediate need for more facilities such as the Children's Center of Metropolitan Detroit which serves Detroit and Wayne County.

48. PROVIDE SUFFICIENT STAFF FOR THE COORDINATION OF GUIDANCE AND COUNSELING ACTIVITIES AND SERVICES ON A CITY-WIDE, DISTRICT, AND LOCAL SCHOOL BASIS.

The responsibility for the school guidance and individualized counseling program rests with the staff of each school and with the teachers as the pivotal persons around whom an effective program of learning and pupil adjustment evolves. Some services and direction, however, should be provided for the city as a whole by a centralized staff of highly competent personnel. These services headed by a specialist in each or a combination of areas may include:

1. Counselor training and selection, in-service education, certification, and evaluation.
2. Coordination of guidance and counseling activities and programs, pupil adjustment, and guidance testing services.
3. Occupational information, career conferences, student aid, and scholarships.
4. Community relationship, work experience programs, job placement, and follow-up.

At present the only coordination of guidance and counseling activities on a city-wide basis is provided by an assistant director of guidance who, along with the duties of testing non-teaching personnel and representing the department on state and local levels, directs a community guidance and testing program, and holds monthly meetings with a group composed of a counselor representative from each junior high and high school and a secondary principals' guidance committee. There is no coordination of guidance and counseling activities on a district or local school basis or for the elementary schools. By way of contrast, the job-upgrading program involves slightly over 300 youths, 10 teachers, and 9 centers, and is administered by an assistant director and a full-time counselor.

49. FORM A CITY-WIDE DETROIT GUIDANCE COUNCIL AND NINE DISTRICT GUIDANCE COUNCILS TO STUDY AND COORDINATE YOUTH NEEDS; THESE COUNCILS SHOULD BE COMPOSED OF BOTH SCHOOL AND COMMUNITY PERSONNEL.

The Board of Education should take the leadership in initiating the consideration and development of these councils. However, it should be clearly stated by the Board that the councils would be voluntary community organizations.

The problems of the youth of Detroit have been well documented: problems such as under-achievement in school, behavior, drop-outs, delinquency, unemployment, etc. Perhaps the major difficulty in developing means of alleviating these problems has been that most of the efforts to be helpful have been unilateral in nature or limited in scope. Guidance councils composed of school and community representatives in cooperation with the Detroit Youth Commission and other agencies could present the kind of effective, organized, and coordinated efforts that are needed to give real help to the youth of Detroit. The schools — public, parochial, and private — with their access to all youth at one time or another, may be the only agencies that can provide the necessary initiative.

X. PHYSICAL HEALTH

50. THE COMMITTEE RECOMMENDS THE FOLLOWING PROGRAM AS ESSENTIAL IN THE AREA OF PHYSICAL HEALTH:[22]

A. THE BOARD OF EDUCATION SHOULD SEEK ENACTMENT OF STATE LEGISLATION THAT WOULD PERMIT LOCAL BOARDS OF EDUCATION TO REQUIRE PERIODIC MEDICAL EXAMINATIONS OF SCHOOL CHILDREN.

B. THE BOARD OF EDUCATION SHOULD HAVE A WRITTEN, WELL-PUBLICIZED POLICY ON MEDICAL EXAMINATIONS OF SCHOOL CHILDREN UNDER ITS JURISDICTION.

C. THE BOARD OF EDUCATION SHOULD REQUIRE A MEDICAL EXAMINATION OF CHILDREN PRIOR TO ENTRANCE TO ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, AND SENIOR HIGH SCHOOL AS A MINIMUM.

D. THE BOARD OF EDUCATION SHOULD PERIODICALLY EVALUATE ITS SCHOOL HEALTH PROGRAM TO IDENTIFY INADEQUACY AND DETERMINE WAYS OF STRENGTHENING THE PROGRAM. CONSULTATION WITH LOCAL HEALTH DEPARTMENTS AND MEDICAL GROUPS SHOULD BE INCLUDED IN THIS PROCESS. IN THOSE SCHOOLS HAVING A HIGH INCIDENCE OF COMMUNICABLE DISEASES AND POOR HEALTH STANDARDS AS DETERMINED BY COMMUNITY HEALTH SURVEYS, CHILDREN COMING FROM FAMILIES WHICH ARE NOT INDIGENT BY DEFINITION (WELFARE OR A.D.C. RECIPIENTS), AN EFFORT SHOULD BE MADE TO EXTEND THE SERVICES MENTIONED ABOVE TO THESE PUPILS AS WELL.

E. THE BOARD OF EDUCATION SHOULD MAKE PROVISIONS FOR MEDICAL EXAMINATION OF INDIGENT CHILDREN AND OTHERS WHO CAN NOT AFFORD EXAMINATIONS BY ESTABLISHING AND ORGANIZING A SPECIFIC DEPARTMENT CHARGED WITH THIS RESPONSIBILITY. THIS DEPARTMENT SHOULD BE HEADED BY A DOCTOR OF MEDICINE AND STAFFED PROFESSIONALLY BY PHYSICIANS HIRED ON A FULL AND/OR PART TIME BASIS.

In making its recommendations, the committee was in complete agreement on the following basic premises:

1. Good health benefits not only the individual but also the community of which he is a part.
2. Each child should have continuing health supervision and medical care from a physician.
3. Good health is essential to full participation in the school program.
4. There should be effective communication between parents, physicians, and schools about the health problems and needs of the child.
5. Medical examinations by physicians on a regular and continuous basis are basic in a well-rounded school health program.
6. Recognizing that there is not a continuing medical relationship for all children, the school system must make provisions for health evaluation, follow-up, and correction of remedial defects.

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[22] See Appendix II of the Curriculum and Guidance Report.

CURRICULUM AND GUIDANCE
Appendices

Appendix I
HIGH SCHOOL COURSES OFFERED AND SCHEDULED
DETROIT PUBLIC SCHOOLS
1961-62

The following pages list the high school courses offered and scheduled by the Detroit Public Schools during the school year 1961-62.

The symbol "x" indicates that the particular course was offered to all students and was scheduled at least one semester of the year. The symbol "o" indicates a course that was offered to students but was not scheduled because there were too few students interested in the subject or needing the course to justify scheduling it.

The following should be noted:

1) All of the schools provide courses which lead to high school graduation and college entrance.

2) Some schools have specialized curricula. These schools enroll qualified students from any area of the city.

3) Each school has some elective courses which are not offered in all other schools. In cases where such courses are considered necessary in the chosen curriculum of a student, he may request a transfer to a school offering the course if it is not available to him in his regular school.

4) The list includes all regular day school classes but does not include after-school classes which are scheduled on a co-operative basis involving students from several schools.

5) Some schools offer regular subjects on an experimental basis. (Example: Detroit Experimental English Program, Illinois Mathematics, etc.) These courses are not listed separately unless they are distinct offerings and are not available as regular subjects.

6) All schools provide some classes within subject areas which group students according to ability. Example: students with reading difficulties may be given special materials to assist in covering the same subject matter as is covered in other classes.

O — OFFERED	**X — SCHEDULED**

CURRICULUM AND GUIDANCE – APPENDICES

COURSE	Cass	Central	Chadsey	Commerce*	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
ART DEPARTMENT																						
Commercial Art 1	x	x	x		x	x	x	x			x	x	x	x	x	x	x		x	x		
" " 2	x	x	x		x	x	x	x			x	x		x	x	x	x		x	o		
" " 3	x	x	x		x	x		x			x	x		x	x	x	x		x	o		
" " 4	x	x	x		x	x		x			x	x		x	x	x	x		x	o		
" " 5		x	x			x					x	x		x	x	x	x		x	o		
" " 6		x	x			x					x	x		x	x	x	x		x	o		
Drawing and Painting 1		x	x			x	x	x		x	x	x		x	x	x	x	x		x	x	
" " 2		x	x			x	x	x		x	x	x		x	x	x	x	x		x	x	
" " 3		x	x			x		x		x	x	x		x	x	x	x	x		x	x	
" " 4		x	x			x		x		x	x	x		x	x	x	x	x		x	x	
" " 5		x	x			x		x				x			x	x	x	x		x		
" " 6		x	x			x		x				x			x	x	x	x		x		
" " 7		x	x																			
" " 8		x	x																			
Handcrafts 1		x			x	x				x	x	x	x	x	x	x	x		x	x	x	
" 2		x			x	x				x	x	x		x	x	x	x		x	x	x	
" 3	x	x			o	x						x		x	x	x			x	x		
" 4	x	x			o	x						x		x		x			x	x		
Jewelry 1	x	x			x					x	x	x	x				x	x	x	x		
" 2	x	x			x					x	x	x	x				x	x	x	x		
" 3	x	x			o						x	x					x	x	x	x		
" 4	x	x			o						x	x					x	x	x	x		
" 5		x										x					x	x	x	x		
" 6		o										x					x	x	x	x		
Art Composition 1	x																					
" " 2	x																					
Art Exploration 1		x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	
" " 2		x	x		x	x	x		x	x	x		x	x	x	x		x	x	x	x	
Art Survey 1					o		x		x				x		o							
" " 2					o																	
Ceramics 1			x		o			x			x	x	x									
" 2			x		o			x			x	x										
" 3			x		o			x				x										
" 4			x		o			x				x										
" 5								x				x										
" 6								x				x										
" 7																						
" 8																						
Costume Illustration 1	x				x	x	x	x			x											
" " 2	x				x	x		x			x											
" " 3	x					x																
" " 4	x					x																
" " 5	o																					
Figure Drawing	x														o							
Fine Arts Adven. (Art & Music)								x			x						x					
Free Hand Drawing 1	x		x												o					x		
" " " 2	x		x												o							

* Art Courses are offered in co-operation with Cass Tech.

COURSE	Cass	Central	Chadsey	Commerce*	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
ART DEPARTMENT (continued)																						
Graphic Design	x											x										
History of Arts 1	x														o							
" " 2	x														o							
Home and Civic Design 1					o																	
" " " 2																						
Lettering 1	x											x			o							
" 2	x											x			o							
Photographic Arts 1					o							x				x	x					
" " 2												x				x	x					
" " 3												x				x						
" " 4												x				x						
" " 5												x				x						
" " 6												x				x						
Poster Drawing	x		x											x	o							
Pottery 1					o													x				
" 2					o													x				
" 3					o													x				
" 4					o													x				
" 5																		x				
" 6																		x				
Sculpture 1	x		x																			
" 2			x																			
Sign Painting 1			x																			
" " 2			x																			
" " 3			x																			
" " 4			x																			
" " 5			x																			
" " 6			x																			
Stagecraft 1	x	o			x	x							x				x	x	x			
" 2	x	o			x												x	x	x			
" 3	x				x												x	x	x			
" 4	x				x												x	x	x			
" 5	x																x	x	x			
" 6																	x	x	x			
Water Color	x		x											x	o							
BUSINESS EDUCATION DEPT.																						
Bookkeeping 1		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 2		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 3			x	x	x	x	x			x	x	x			x	x	x	x	x	o	x	x
" 4			x	x	x	x	x			x	x	x				x	x	x	x	o	x	x
" 5				x																		
Business Arithmetic 1		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" " 2		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

* Art Courses are offered in co-operation with Cass Tech.

COURSE	Cass	Central	Chadsey	Commerce	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
BUSINESS EDUC. DEPT. (cont'd)																						
Typing 1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 2	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 3		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 4		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 5		x		x	x	x	x	x			x	x	x	x	x	x	x			x	x	x
" 6																				x	x	
Shorthand 1		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 2		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 3		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 4		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
Transcription 1		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 2		x	x	x	x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	o
Office Machines 1		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" " 2		x	x	x	x	x	x	x		x	x	o	x	x	x	x		x	x		x	x
" " 3																			x			
" " 4																			x			
Business English 1		x		x	x			x		o					o		o	x		x		
" " 2		x			x												x					
Business Law		x	x	x	x	x	x	x		x	x	x	x		x	x	x	x		o	x	x
Business Organ. & Management																						x
Calculating 1				x																	x	
" 2				x																		
" 3				x																		
Clerical Practice 1		x		x	x		x	x			x	x		x			x	x	x	x		x
" " 2		x		x	x			x			x			x			x	x	x			o
Commercial Geography				o											o							x
Co-op. Office Training 1		x			x		x				x	x					x			x		
" " " 2		x					x													x		
" " " 3																				x		
Co-op. Office Work 1		x		x	x		x				x	x					x					x
" " " 2		x		x	x		x				x	x										x
" " " 3		x		x																		x
Data Processing Machines				x																		
General Record Keeping 1			x					x	x		x		x				x					x
" " " 2			o					x			x		x				x					
General Business 1		x	x	x	x	x		x	x		x	x	o	x	x					x	x	
" " 2		x	x	x	x	x		o	x		x	x	x	x	x					x	x	
I.B.M. Key Punch				x																		
Notehand		x			x	x	x	x		x	x	x	x		x		o	x	x	o		
Office Practice 1		x	x			x	x	x		x		o	x	x	x	x	x	x	x	x	x	x
" " 2						x				x			x	x		x	x	x	x			x
Penmanship							x															
Salesmanship		x										x		x								x
Secretarial Practice		x	x		x		x						x							x	x	

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

COURSE	Cass	Central	Chadsey	Commerce	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
COUNSELING DEPARTMENT																						
Job-Upgrading***			x				x	x			x		x	x			x	x	x	x		
Occupational Planning	x	x	x		x	x	x	x	x	x	x	x	x			x	x		x		x	x
FAMILY LIVING DEPARTMENT																						
Family Living	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
LIBRARY DEPARTMENT																						
Library 1		x				x	x	x		x		x	x	x		x	x	x	x	x	x	
" 2		x				x	x	x		x		x	x	x		x	x	x	x	x	x	
" 3		x				x	x	x		x			x			x		x	x	x		
" 4		x				x	x	x		x			x			x		x	x	x		
RETAILING DEPARTMENT																						
Retailing 1		x	o	x	x	x	x	x		x	x	x	x		x	x	x	x	x	o	x	x
" 2		x		x	x	x	x	x		x	x	x			x	x	x	x	x			x
" 3				x																		x
Co-operative, Retailing 1		x			x		x	x			x	x					x	x				x
" " 2					x		x	x			x	x						x				x
Co-operative, Retail Trng. 1		x			x		x	x			x	x					x	x				
" " " 2		x			x		x	x			x	x						x				
Co-operative, Store Exp. 1				x	x		x	x			x	x					x	x				x
" " " 2				x	x		x	x			x	x						x				x
" " " 3				x																		x
Related Sales Promotion				x																		
R.O.T.C. DEPARTMENT																						
R.O.T.C. 1	x		x	*	x	x	x	x			x	x		x	x		x	x	x	x	x	
" 2	x		x		x	x	x	x			x	x		x	x		x	x	x	x	x	
" 3	x		x		x	x	x	x			x	x		x	x		x	x	x	x	x	
" 4	x		x		x	x	x	x			x	x		x	x		x	x	x	x	x	
" 5	x		x		x	x	x	x			x	x		x	x		x	x	x	x	x	
" 6	x		x		x	x	x	x			x	x		x	x		x	x	x	x	x	
SAFETY EDUCATION DEPARTMENT																						
Driver Education	x	x	x	**	x	x	x	**	**	**	x	x	x	x	**	**	x	x	x	x	**	**
Gun and Hunter Safety																				x		

* Offered in co-operation with Cass Tech.
** Offered in co-operation with other schools.
*** Offered by *all* schools at these centers.

COURSE	Cass	Central	Chadsey	Commerce*	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
ENGLISH DEPARTMENT																						
English 1	x	x	x	x	x	x			x		x	x	o	x	x					x	x	
" 2	x	x	x	x	x	x			x		x	x	o	x	x				x	x	x	
" 3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 4	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 5	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 6	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 7	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 8	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Speech 1	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	o	x	
" 2	x	x			x	x	x			x	x	x	x		x	x		x	x		x	
Speech Correction	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
Creative Writing					o										o							
Debating 1	x	x															x					
" 2	x	x															x					
Dramatics 1	x	x	x		x	x	x	x			x	x	x	x	x	x	x	x	x	o	x	
" 2	x	x			x	x		x			o	x		x		x	x	x	x			
Journalism 1	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
" 2	x	x	o	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	
Radio Speech 1	x				x	x	x	x		x	x	x			x	x	x	x	x		x	
" " 2	x				x		x				x	x			x	x	x	x	x		x	
Reading Improvement		x				x	x	x			x	x	x	x	x	x		x	x			x
FOREIGN LANGUAGE DEPARTMENT																						
French 1	x	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
" 2	x	x	x		x	x	x	x	x	x	x	x		x	o	x	x	x	x	x	x	
" 3	x	x	x		x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	
" 4	x	x	x		x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	
" 5	x	x			x	x	x			x	x	x		x		x	x	x				
" 6	x	x			x	x	x			x	x	x		o		o		x				
" 7	x	o			x	x	x			x	x	x		o		x		x				
" 8	x	o			x	x	x			x	x	x		o		o		x				
Latin 1	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 2	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 3	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	
" 4	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	
" 5	x	x			x	x	x			x	x	x			x	o		x				
" 6	x	x			x	x				x	o	x			x	o		x	x			
" 7	x	x			x	x				x	o	x			o	o		x				
" 8	x	x			x	x				x	o	x			o	o		x				

* Foreign Language offered in co-operation with Cass Tech.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

COURSE	Cass	Central	Chadsey	Commerce*	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
FOREIGN LANGUAGE DEPT. (cont'd)																						
Spanish 1	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 2	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 3	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 4	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 5	x	x			x	x	x			x	x	x		x	x	x		x	x			
" 6	o	x			x	x	x			x	x	x		x	o	x		x	x			
" 7	o	x			x	x	x			x	x	x		o	o	x		x	o			
" 8	o	x			x	x	x			x	x	x		o	o	x		x	x			
German 1	x				x		x		x			x			o					o		
" 2	x				x		x		x			x			o					o		
" 3	x				x		x		x			x								o		
" 4	x				x		x		x			x								o		
" 5	x						x															
" 6	x						x															
" 7	x						x															
" 8	x						x															
Russian 1	x	x			x		x			x	x	x			x	x	x	x	x			
" 2	x	x			x		x			x	x	x			x	x	x	x	x			
" 3	x	x			x		x			x	x	x				x	x	x				
" 4	x	x			x		x			x	x	x				x	x	x				
" 5	x	x								x	x					o		x				
" 6	x	x								x	x					x		x				
" 7										x	x					o						
" 8										x	x											
Hebrew 1												x										
" 2												x										
" 3												x										
Italian 1							o															
" 2																						
" 3	x																					
" 4	x																					
HEALTH DEPARTMENT																						
Physical Education 1	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" " 2	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" " 3	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
" " 4	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	
" " 5		x				x		x		x	x				x		x	x	x	x	x	
" " 6		x				x		x		x	x				x		x	x	x	x	x	
Health Instruction	x	x	x	x				x	x											x	x	
Swimming 1		x	x		x	x	x	x			x	x	x	x	x		x	x	x	x	x	
" 2		x	x		x	x	x	x			x	x	x	x	x		x	x	x	x	x	
" 3		x	x		x	x		x			x	x		x	x		x	x	x	x	x	
" 4		x			x	x		x			x	x		x	x		x	x	x	x	x	
Dance	x	x	x	x	x	x	x	x			x	x	x	x	x		x	x	x			

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HEALTH DEPARTMENT (cont'd)																						
Sport and Game Fundamentals			x	x			x	x				x		x	x	x	x		x	x		x
First Aid	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Co-educational Activities		x						x														
HOME ECONOMICS DEPARTMENT																						
Clothing 1	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 2	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 3	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 4	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 5	x	x	x		x	x	x	x		x	x	x	x		x	x	x	x	x	o	x	
" 6	x	x	x		x	x	x	x		x	x	x	x		x	x	x	x	x	o	x	
Foods 1	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 2	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" 3	x	x	x		x	o		x	x	x	x		x	x	x	x	x			x	o	
" 4	x	x	x		x				x	x	x			x		x	x			x	o	
" 5	x		o		x											x				x		
" 6			o		x											x				x		
Child Care	x	x	x		x	x	x	x			x	x	x		x	x		x	x	x	x	
Dress Design	x											x			o							
Family Economics		x			x	x	o	x			o	x		x	o	x	x	x		o	x	x
Clothing Design												x			o							
Home Management							x					x		x	o		x					
Home Nursing	x	x	x		x	x	x				o		x	x	x	x	x	x		x	o	
Home Planning and Decorating	x				x	x						x		x	o	x		x				
Millinery 1	x																					
" 2	x																					
Needle Crafts 1					x		x				o				o	x		x				
" " 2							x									x		x				
Nutrition													x		o							
Personal Relationships			x		x	x	x	x			o	x				x	x			x		x
INDUSTRIAL EDUCATION DEPT.																						
Drafting, Mechanical 1		x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
" " 2		x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
" " 3	x	x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
" " 4	x	x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
" " 5	x	x	x		x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x
" " 6	x	x	x		x	x	x	x		x	x	x	x	o		x	x	x	x	x	x	x
" " 7	x	x	x		x	x	x			x	x	x	x	o		x	x	x	x	x	x	x
" " 8	x	x	x		x	x	x			x	x	x	x	o		x	x	x	x	x	x	x

* Home Economics offered in co-operation with Cass Tech.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

COURSE	Cass	Central	Chadsey	Commerce	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
INDUSTRIAL EDUC. DEPT. (cont'd)																						
Industrial Mechanics 1		x			x	x	x		x		x	x		x								
" " 2		x			x	x	x		x		x	x										
" " 3		x				x	x															
" " 4		x				x	x															
Machine Shop 1			x		x		x	x			x	x	x	x	x		x	x	x	x	x	x
" " 2			x		x		x	x			x	x	x	x	x		x	x	x	x	x	x
" " 3					x		x	x			x	x	x	x	x		x	x	x	x	x	x
" " 4					x		x	x			x	x	x	x	x		x	x	x	x	x	x
" " 5					x			x					x		x		x	x	x	x		x
Shop Mathematics 1					x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
" " 2					x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
" " 3					x	x	x					x				x	x		x			
" " 4					x	x	x					x				x	x		x			
" " 5					x												x					
" " 6																	x					
" " 7																	x					
" " 8																	x					
Drafting, Architectural 1	x		x		x						x	x		x	o		x	x	x			
" " 2	x		x		x						x	x		x	o			x	x			
" " 3	x		x		x						x	x						x	x			
" " 4	x		x		x						x	x						x	x			
" " 5	x				x													x	x			
" " 6	x																	x	x			
" " 7																			x			
" " 8																			x			
Automotive 1	x																x		x		x	x
" 2	x																x		x		x	x
" 3	x																x				x	x
" 4																	x				x	x
" 5	x																x					x
" 6	x																					
" 7	x																					
" 8	x																					
Air Conditioning, Refrig. 1	x																					
" " " 2	x																					
" " " 3	x																					
" " " 4	x																					
" " " 5	x																					
" " " 6	x																					
Astronautics 1	x																					
" 2	x																					
" 3	x																					
" 4																						
" 5	x																					
" 6	x																					
" 7	o																					
" 8	o																					

CURRICULUM AND GUIDANCE – APPENDICES

COURSE	Cass	Central	Chadsey	Commerce	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
INDUSTRIAL EDUC. DEPT. (cont'd)																						
Automation Technology	x																					
Blue Print Reading, Shop Skt. 1							x					x			o	x					x	
" " " " " 2																						
Building Construction 1	x															x						
" " 2	x																					
" " 3	x																					
" " 4	x																					
" " 5	x																					
" " 6	x																					
Commercial Baking 1			x																			
" " 2			x																			
" " 3			x																			
" " 4			x																			
Commercial Cooking 1			x																			
" " 2			x																			
" " 3			x																			
" " 4			x																			
Commercial Decorating 1			x																			
" " 2			x																			
Commercial Foods Service 1			x																			x
" " " 2			x																			x
" " " 3																						x
" " " 4																						x
" " " 5																						x
" " " 6																						x
Cosmetology 1			x																			
" 2			x																			
" 3			x																			
" 4			x																			
" 5			x																			
Drafting, Body 1	x																					
" " 2	x																					
" " 3	x																					
" " 4	x																					
Drafting, Product 1			x												x							
" " 2			x												x							
" " 3			x												x							
" " 4			x												x							
" " 5			x												x							
" " 6			x												x							
" " 7															x							
Electronics 1	x		x		x	x					x	x					x					x
" 2	x		x		x	x					x	x					x					x
" 3	x		x		x						x	x					x					x
" 4	x		x		x						x	x					x					x
" 5	x		x		x						x						x					x
(See next page for 6-7-8.)																						

COURSE	Cass	Central	Chadsey	Commerce	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
INDUSTRIAL EDUC. DEPT.(cont'd)																						
Electronics 6	x		x		x						x						x					
" 7	x										x						x					
" 8	x										x											
Electronics Theory 1											x											x
" " 2																						x
" " 3																						x
" " 4																						x
" " 5																						x
Graphic Arts 1	x																					
" " 2	x																					
" " 3	x																					
" " 4	x																					
" " 5	x																					
" " 6	x																					
" " 7	x																					
" " 8	x																					
Graphic Illustration	x																					
Hospital Service 1																						x
" " 2																						x
" " 3																						x
" " 4																						x
" " 5																						x
" " 6																						x
Industrial Arts 1													x		x	x				x		
" " 2													x		x					x		
Industrial Hydraulics	x																					
Industrial Machinery 1	x		x																			
" " 2	x		x																			
" " 3			x																			
" " 4			x																			
" " 5			x																			
" " 6			x																			
Materials and Processes	x																					
Meat Cutting			x																			
Metal Bench 1			x		x		x		x		x		x	x	x		x	x	x	x	x	
" " 2									x		x							x				
Methods & Systems (Ind. Mach.)	x																					
Model Making 1			x																			
" " 2			x																			
" " 3			x																			
" " 4			x																			
" " 5			x																			
" " 6			o																			
Pantry 1			x																			
" 2			x																			
" 3			x																			
" 4			x																			

COURSE	Cass	Central	Chadsey	Commerce*	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
INDUSTRIAL EDUC. DEPT. (cont'd)																						
Print Design 1	x																					
" " 2	x																					
" " 3	x																					
" " 4	x																					
" " 5	x																					
" " 6	x																					
Textile Trades 1																						x
" " 2																						x
" " 3																						x
" " 4																						x
" " 5																						x
" " 6																						x
Textiles-Tailoring 1			x										x									
" " 2			x										x									
" " 3			x										x									
" " 4			x										x									
Trade Tailoring			x										x									
Welding 1	x		x		x								x									x
" 2			x		x								x									
" 3			x		x								x									
" 4			x		x								x									
" 5			x		x								x									
" 6			x		x								x									
Woodworking 1			x		x							x			o			x		x	x	
" 2			x		x							x						x		x	x	
" 3			x		x							x						x		x		
" 4			x		x							x						x		x		
" 5					x													o		x		
" 6																		o				
MATHEMATICS DEPARTMENT																						
General Mathematics 1		x	x		x	x		x	x		x	x	x	x	x				x	x	x	
" " 2		x	x		x	x		x	x		x	x	x	x	x				x	x	x	
" " 3		x	x		x			x	x		x			x	x		x					
" " 4		x	x		x			x	x		x			x	x		x					
Algebra 1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 3	[illegible]	[illegible]	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 4	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Geometry 1	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	o	x	x
" 2	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Geometry Concepts 1															o							
" " 2															o							

* Mathematics Courses are offered in co-operation with Cass Tech.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

COURSE	Cass	Central	Chadsey	Commerce*	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
MATHEMATICS DEPT. (cont'd)																						
Senior Mathematics 1	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" " 2	x	x	x		x	x	x	x		x	x	x	x	x	o	x	x	x	x	x	x	x
Refresher Mathematics 1		x	x			x	x	x			x		x	x	x	x	x	x		x	x	x
" " 2		x	x			x	o				x						x			x		
Remedial Mathematics 1		x										x			o					x	x	
" " 2		x										x			o					x	x	
Experimental Mathematics 1	x	x			x	x						x										
" " 2	x	x			x	x						x										
MUSIC DEPARTMENT																						
B Band, Beginning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
A Band, Advanced	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
D Band, Dance		x	x			x	o			x		x										
B Orchestra, Beginning			x		x	x	x	x	x	x	x	x			x	x	x	x	x		x	
A Orchestra, Advanced	x	x	x		x	x	x			x	x	x			o	x	x	x	x		x	
Instrumental 1	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
" 2	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	
" 3			x					x	x		x		x	x			x	x			x	
" 4			x					x	x		x		x	x			x	x			x	
Ensemble	x	x	x		x	x		x		x	x		x	x	x		x					
Vocal Music 1	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x	
" " 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x	
" " 3	x	x	x		o	x			x	x	x		x	x		x	x	x			x	
" " 4	x	x	x		o	x			x	x	x		x	x		x	x	x			x	
" " 5	x	x	x		o	x				x	x		x	x		x	x	x			x	
" " 6	x	x	x		o	x				x	x		x	x		x	x	x			x	
Glee Club 1		x			x	x	x	x				x	x		x	x	x	x	x	x		x
" " 2		x				x		x					x		x	x	x	x	x	x		
" " 3		x				x		x					x			x	x	x	x			
" " 4		x				x		x					x			x	x	x	x			
Choir 1	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
" 2	x	x	x			x		x	x	x			x	x	x	x	x	x	x		x	
" 3	x	x	x			x		x	x	x	x		x	x	x	x	x	x	x		x	
" 4	x	x	x			x		x	x	x	x		x	x	x	x	x	x			x	
Arranging	x				x																	
Elements of Music	x														o	x				x		
Fine Arts Adventure		o						x			x						x					
General Music				x			o															
Harmony 1	x					x						x						x				
" 2	x					o												x				
" 3																		x				
" 4																		x				
Harp 1	x																					
" 2	x																					

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COURSE	Cass	Central	Chadsey	Commerce*	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
MUSIC DEPARTMENT (cont'd)																						
Harp and Vocal	x																					
Music History	x														x							x
Music Literature 1					o	x	x	x				x			x							
" " 2								x														
Piano 1	x													x								
" 2	x													x								
SCIENCE DEPARTMENT																						
Biology 1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
" 3							x															
Biology, General 1		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
" " 2		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Chemistry 1	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 2	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Physics 1	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 2	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" 3	x																					
Physical Science 1		x	x		x	x	x	x		x	x		x	x	x	x	x	x	x		x	
" " 2		x	x		x	x	x	x		x	x		x	x	x	x	x	x	x		x	
Earth and Space Science 1			x		x	x	x				o			x	x				x	x		
" " " " 2															x							
Floriculture												x			o							
General Chemistry 1		x					x								o					x		
" " 2		x					x													x		
General Physiology												x			x			x		x		
General Science 1															x							
" " 2															x							
Horticulture 1															o	x						
Metallurgy 1	x																					
" 2	x																					
Microbiology	x														o							
Organic Chemistry	x														o							
Physiology	x	x	x			x	x	x			x	x	x	x	o		x		x	x	x	
Qualitative Analysis 1	x														x							
" " 2	x																					
Quantitative Analysis	x														o							
Radiation Biology 1															x							
" " 2															x							

* Science Courses offered in co-operation with Cass Tech.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

COURSE	Cass	Central	Chadsey	Commerce	Cody	Cooley	Denby	Eastern	Finney	Ford	Mackenzie	Mumford	Northeastern	Northern	Northwestern	Osborn	Pershing	Redford	Southeastern	Southwestern	Western	Wilbur Wright
SOCIAL STUDIES DEPARTMENT																						
World History 1	x	x	x	x	x	x			x		x	x	o	x	x					x	x	
" " 2	x	x	x	x	x	x		x	x		x	x	x	x	x				x	x	x	
American History 1	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
" " 2	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Civics	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Economics	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Geography 1	x	x	x	o		x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
" 2	o	x	x			x	x	x		x			x	x	x	x	x	x	x	x	x	x
" 3															x							
American Problems 1			x				x				x				o							
" " 2			x				x				x											
Contemporary Affairs	x	x			x	x				x		x			x	x		x		x		
Latin American History		x									o	x			o		x		x	o		
Michigan History								x			x	x			o			x		x		
Modern European History 1															o	x	o	x				
" " " 2																x		x				
Modern History															o					o		
Sociology		x			x			x			x	x	x		x	x	x					
United States Geography								x							x							
History of Western Thought	x																					

Appendix II

PERIODIC MEDICAL EXAMINATIONS OF SCHOOL CHILDREN IN THE TRI-COUNTY METROPOLITAN DETROIT AREA

The following data are presented for informational purposes from the as yet unpublished study on Periodic Medical Examinations in the Metropolitan Tri-County Area by a committee under the Planning Division of the United Community Services:

There were 89,700 pupils enrolled in the schools which returned questionnaires. This represented 85% of the total number of schools in the area studied. In the table below, "the number of children not receiving medical examinations as part of a school health program" is presented:

ESTIMATED NON-PARTICIPATION IN
MEDICAL EXAMINATION PROGRAMS, DETROIT
TRI-COUNTY AREA: 1959-60 SCHOOL YEAR

Grade level	Total enrollment	Schools which expected examinations		Enrollment in schools which did not expect examinations
		enrollment	non-participants	
Kindergarten	86,250	80,300	15,300	5,950
Fourth grade	78,750	30,600	15,000	48,150
Seventh grade	72,300	36,900	11,750	35,400
Tenth grade	52,400	33,400	5,850	19,000
Totals	289,700	181,200	47,900	108,500
			156,400 all non-participants	

It is of particular interest to note that a higher per cent of children of kindergarten age received medical examinations than any other grade level. This has positive values in that recent experiences have demonstrated that except for visual defects, the incidence of correctable defects picked up in subsequent examinations and which were previously unknown, is quite low.

Of additional interest is the fact that of the 156,400 children not receiving medical examinations, "108,500 (69% of all non-participants) attended schools where medical examinations were not expected." Also, that "among the 47,900 (31%) who did not obtain medical examinations when expected by the school, major reasons for non-participation were reported by school authorities as: (1) economic reasons, (2) indifference on the part of parents, or (3) insufficient emphasis on the part of the school." Other factors reported were: late entrance or transfers-in from other districts, family difficulties, "medical record not returned to the school", lack of knowledge of existing resources, religious objections, absence on the day of examinations (where given in the school), or "had recent exam and parents unwilling to repeat."

"The indigent and medically indigent account for a significant portion of children not now receiving school-expected medical examinations. Indigency is a geographic variable accounting for a majority of non-examined children in the central part of Detroit; for example, while being a negligible factor in other areas. Only a small per cent of indigent and medically indigent children are presently able to obtain examinations through existing resources which include, under varying conditions, boards of education, health departments or welfare departments."

"School programs for medical examinations are highly developed in some school districts and non-existent in others. Most existing school programs depend entirely upon private family arrangements for obtaining medical examinations. Considerable variation exists between and sometimes within school districts in the number of medical examinations expected during the school career, if any, and the grade levels at which these are expected. Success of existing program was found to be highly dependent on the degree of emphasis placed upon it by the school."

It was of interest to the committee to learn through individual inquiries and discussions with school authorities that school "Policy on the periodic medical examination of children is often not adequately defined, clearly stated, or consistent with practice. Some schools have neither policy nor program. Some have program but no policy. There are differences of opinion on the existence of policy and its interpretation even within many school districts."

Perhaps the lack of policy mentioned above is the result of the inadequacy of Michigan law. "Michigan law does not specifically place responsibility nor establish authority for requiring medical examinations of school children. School health programs have developed largely through the initiative of local school districts and local health departments."

PART THREE

Organization and Administration

ORGANIZATION AND ADMINISTRATION SUBCOMMITTEE

Damon J. Keith, *Chairman*
Frank G. Armstrong
Horace Bradfield, M.D.
Marion Carter
Rabbi Leon Fram
Arthur L. Johnson
Walter E. Klein
Mel J. Ravitz
Mrs. Arthur Yabroff
Thomas G. Coote, *Recorder*

ORGANIZATION AND ADMINISTRATION

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ORGANIZATION AND ADMINISTRATION

Introduction

The members of the Subcommittee on Organization and Administration are convinced that the way in which the public school system of Detroit is organized and administered is a dynamic factor in determining whether the children attending school will or will not receive equal educational opportunities.

Subcommittee members have maintained this conviction throughout their investigation of the Detroit school system. We note with appreciation the collateral and complementary importance of the other areas of concern with which our companion subcommittees have labored. With reference to our specific area, we maintain our conviction because we know that in any large scale structure such as the Detroit public schools, the nature of communication between line and staff members, the selection of personnel, the determination of curricula, of budget allocations, of school attitudes toward the community, of site selection, etc., are all largely dependent on the efforts of top level administration and the way in which the structure is organized and operated. Even with the very best of equipment and teachers, an inadequate administration can frequently create a condition of unequal educational opportunities or, through negligence, allow such conditions to continue. Despite poor equipment or teachers, an excellent administration can develop a program within which educational opportunities are more or less equal for all children in a school, though not necessarily the best.

A problem that early concerned the Organization and Administration Subcommittee was that of defining the term "equal educational opportunity." After scrutinizing several suggested definitions, our subcommittee concluded that the term could best be defined as follows:

Equal educational opportunity means the same chance for every child to realize the full limits of his potential without regard for his religious, racial, or ethnic characteristics and without limitation because of the socio-economic or cultural background of his family.

The subcommittee sought to carry out its investigation in the light of the above definition.

The subcommittee proceeded to its work by establishing the scope of its operations, by reviewing innumerable data presented by the Board of Education, administrators, teachers, parents, and citizen groups, and by having independent inquiries conducted by subcommittee members within the limits of their time and skills. Finally, the subcommittee analyzed these many data and distilled from them relevant conclusions and recommendations, which are presented in the following sections of this report.

It is the belief of the subcommittee that the adoption of its recommendations by the Board of Education would constitute a significant step toward achieving equal educational opportunities for all the public school children of the city.

In developing these recommendations, the subcommittee bears in mind that Detroit is passing through a transitional period with respect to intergroup relations and race relations. In order to achieve the goal of disregarding racial differences in staff selection and pupil opportunities, it will sometimes be necessary to *notice specifically* racial differences. Thus, in order to "promote desegregation" whenever feasible in making necessary adjustments of school boundaries, etc. (Recommendation 8 below), it is obviously necessary for the Board to *notice* the existing residential distribution of races in the area under consideration. The subcommittee holds that there is no real inconsistency in noticing race as a means toward achieving desegregation and eliminating unfair discrimination.

ORGANIZATION AND ADMINISTRATION

Recommendations

I. ATTITUDES OF PERSONNEL

1. IN THE SELECTION OF TEACHERS AND ADMINISTRATIVE PERSONNEL, THE BOARD OF EDUCATION AND ADMINISTRATION SHOULD ADMINISTER SUCH APPRAISAL AS NECESSARY TO ASSURE THAT THOSE SELECTED HAVE A SENSITIVITY TO INTERGROUP PROBLEMS AS WELL AS BROAD UNDERSTANDING OF HUMAN RELATIONS (EVEN THOUGH, IN THE CASE OF A NEW TEACHER, THE CANDIDATE MAY NOT HAVE EXPERIENCED SPECIFIC INTERGROUP STUDY OR CONTACT).
2. IN THE ASSIGNMENT OF PRINCIPALS AND ASSISTANT PRINCIPALS TO SCHOOLS IN MULTI-RACIAL NEIGHBORHOODS, EACH PERSON ASSIGNED SHOULD BE REQUIRED TO HAVE DEMONSTRATED, NOT ONLY PUPIL UNDERSTANDING AND TEACHING DEDICATION, BUT ALSO INTELLIGENT AND UNPREJUDICED INTERGROUP BEHAVIOR. EMPHASIS IN SELECTION SHOULD ALSO BE PLACED ON INTEREST IN THE COMMUNITY AND ABILITY TO WORK WITH THE PEOPLE AND ORGANIZATIONS OF THE NEIGHBORHOOD.
3. THE BOARD OF EDUCATION AND ADMINISTRATION OF THE PUBLIC SCHOOL SYSTEM SHOULD MAINTAIN A FIRM POLICY THAT SECTARIAN TEACHING IS THE PROPER RESPONSIBILITY OF THE HOME, CHURCH, AND SYNAGOGUE, AND NOT OF THE PUBLIC SCHOOL.

There is evidence to support the idea that some administrators (including school principals) and some teachers do not have attitudes that are constructively responsive to the social, racial, and religious composition of the school or district served, and do not thoroughly grasp the principle of separation of church and state. It is our conviction that all school personnel must operate with sensitivity and deep concern for the special problems posed in Detroit's changing neighborhood situations. This must be accompanied by a recognition of the realities of urban life and of the right of every school child to receive understanding and instruction commensurate with his needs.

II. OPTIONAL SCHOOLS, BOUNDARIES AND BUSING

A. Optional Schools

The matter of where a child must go to school is of great concern to parents who desire the best education for their children. Despite the efforts of a board of education to make all learning situations as nearly equal as possible, it is apparent that differences will occur between schools and within schools. These differences may be the result of the facilities of the school, the staff personnel, or, in some cases, the composition of the student body. Differences in facilities and of personnel have already been mentioned as contributing to inequality of educational opportunity equation. For example, the child of high ability (not necessarily "gifted") in a school where present pupil ability is low may not be challenged to his fullest capacities. Perhaps there are not enough children of high ability in his age group to make a class or half a class. This child and his family feel caught and deprived under an inflexible school policy of neighborhood "containment."

In a city such as Detroit with its multi-racial population, the question of where a child must go to school has still another dimension. Many segregated schools result from segregated housing patterns. The result is segregation *de facto*, in fact and reality. The Supreme Court has clearly stated that wherever intentional segregation exists, it is a violation of law and the condition must be corrected. The need to integrate all schools, therefore, is a challenge to those concerned with the problem of equal educational opportunities.

In order that all understand the issue being discussed here, it is essential that there be a clear understanding of the way in which children in Detroit are assigned to schools. At the present time, children in Detroit public schools are assigned to elementary schools closest to their homes because of the problems of safe transportation of pupils and because, administratively, this plan is most practical. The plan is generally known as the *neighborhood school plan*. At the junior high level, several elementary schools send their pupils to one junior high school closest to the sending schools; all junior high students are then sent to one or two high schools in that general area. A grouping of elementary, junior high, and senior high schools is known as a *school district.* There are nine such districts in the entire city. The plan, then, calls for each child to go to the elementary school closest to his home, and then to a junior high and senior high school within his district unit.

Two solutions to the problems of segregation and the individual problem of a student whose needs are not being met in his neighborhood school have been proposed: (1) the elimination of all boundaries, (2) optional schools.

Obviously, the elimination of all boundaries at the elementary, junior high, and senior high levels poses problems which would be vastly different at each of the three school levels. Since most Detroit public schools are either at or beyond their capacity loads already, the end result of having no boundaries might well be that some schools would become overcrowded and unable to care properly for their students.

The creation of optional schools where space is available or could be made available has been suggested as an alternate or intermediate solution. Since the proposal has been inaugurated in other cities in various ways and proposed by groups who have appeared before this subcommittee, as well as by members of other subcommittees, it is felt that it should receive careful consideration by the Board.

There are so many seemingly valid reasons advanced for and against the proposal of "optional" schools that it seems necessary to review these briefly. Arguments *in favor* of optional schools are of this type: If parents believe that there are better schools where space is available, why not give the child a chance to go there? Such a plan, it is said, would have the effect of desegregating our schools whenever Negro students transferred to designated schools in all white areas. It is known, for example, that some parents are reported to be resorting to the use of private schools because local public school conditions of educational opportunity generate feelings of frustration. These parents see school standards lowering in the face of inability on the part of public schools to cope with the changes in local school climate.

Perhaps the most forceful reason in favor of such a plan is its psychological importance and its usefulness as a solution for the individual. Kurt Lewin, the noted topological psychologist, has said that whenever barriers are placed in the way of individuals or groups seeking to achieve life goals, this generates feelings of frustration and deep hostility. Such barriers, he points out, can be real barriers (such as limiting where people live) or psychological barriers (where people "feel" there are valid reasons why they cannot achieve a goal). Removing the barrier imposed by rigid school boundaries, it is said, if it could be worked out administratively, could contribute greatly to the lessening of growing tensions among parents of children in lower socio-economic areas. At the same time, it is pointed out, it would undoubtedly help to pave the way for a new understanding in the community of the potentialities of many children. It should be noted, however, that in New York and Philadelphia where an optional plan has been tried out, only 2 or 3 per cent of the parents have availed themselves of this option.

The arguments *against* the optional school principle also deserve careful consideration. In some instances optional boundaries tend to intensify segregation along racial or even religious lines, when parents avail themselves of the option by transferring their children out of one school which has been integrated to another, or transferring their children to a parochial school. The administrative problems of finding schools with space available and establishing workable criteria under which transfers can be made are enormous. For example, should children have the option of going to a school because it has a newer building (remembering that there will always be some buildings newer than others) or because a temporary misunderstanding exists between a teacher and a pupil? If the transfer is to be made because another school is better suited to the individual student's needs, who is to determine this—the parent, the teacher, or the principal? It has also been said that permitting the optional transfer of students with higher abilities would tend to lower the standards of a school by drawing-off the talented pupils, and would intensify the problem of creating a new school self-image. In other words, what would be the effect on the 97 per cent who remain in the school, if indeed this is the central issue? (Proponents of the optional plan are convinced that it would do just the opposite—it would make such schools aware of a problem that exists, *i.e.,* to raise the levels of pupil accomplishment and standards to the levels of any other school.)

It is evident that a great need exists to improve certain conditions of local schools by the institution of remedial measures. In some cases this may mean the creation of a new self-image of the school in the neighborhood, so that people will see that the school can raise the levels of pupil achievement to common standards of achievement. Yet it remains that sympathetic counsel to frustrated parents, however wisely handled, becomes empty consolation if there is no provision (such as an optional school) for immediate practical adjustments in worthy cases. If one's child will graduate in 1963, improvements scheduled for 1964 leave one cold and also leave the child shortchanged.

The founders of the American public-school system sought to develop an educational institution controlled by the people and open to all regardless of religious, economic, or national background. It was their basic belief that this principle would provide a firm foundation for a democratic society. In the establishment of the above principle, America has not merely developed an administrative procedure for the operation of schools on a given geographic parcel of land—it has, further, enunciated a philosophy of equal educational opportunity which is the very essence of our democratic society.

During the past century the educational horizon of the American people has continuously broadened. The original goal has not been altered. We have merely attempted through the years to realize more fully its values and potentialities. Today, due to a variety of factors, we find that this blending of children of different ethnic groups is not being fully realized and that the preservation of the "commonness" of our public schools is being threatened. Well aware that this is a community and not a school problem alone, we believe that the school has not in the past and cannot in the future remain neutral to the divisiveness which may threaten not only the effectiveness of the educational program but also our democracy as well.

B. The New Rochelle Case

A recent case, *Taylor et al vs. the Board of Education, City of New Rochelle,* has implications for all cities faced with the problem of desegregating their schools. The case was heard by the District Judge of the United States District Court for the Southern District of New York and upheld by the United States Supreme Court for the Southern District of New York and later upheld by the United States Supreme Court on January 25, 1961 by writ of *certiorari.*

The plaintiffs in this action were eleven Negro children, who were formerly enrolled in the Lincoln School, which is a public elementary school, operated by the Board of Education, city of New Rochelle, New York. The plaintiffs alleged in their complaint that the Board of Education had intentionally created and maintained Lincoln School as a racially segregated school, thus violating the 14th Amendment and principles enunciated in *Brown vs. Board of Education, 1954, 347 U.S. 483.*

New Rochelle is a city divided into twelve school districts, each district having a centrally located school. Pupils residing within a particular district were required to attend the school within that district. Permission had been granted to transfer to other schools only in exceptional circumstances.

At the beginning of the 1960 school term, plaintiffs had sought to register in other elementary schools in the city having a more heterogeneous racial composition. Permission to so register was uniformly denied. The defendant school board denied the contention of racial segregation, steadfastly maintaining that the high proportion of Negroes in Lincoln School was a result of neighborhood residential patterns and not a desire on the part of the school board to maintain Lincoln School as a segregated school.

The Lincoln School was built in 1898 and, according to the testimony of a member of the Board of Education, there had been a tradition of a "Negro" school in New Rochelle for approximately 100 years. When Lincoln became a "Negro" school was not clear. However, sometime after 1930 the majority of the Negro population in the city was served by the Lincoln School. At that time, it was the official policy of the school board to gerrymander the school district boundaries to deliberately confine Negroes within the Lincoln School District. The Lincoln School District line was redrawn several times to coincide with Negro population movements. It was testified that the purpose of this gerrymandering was to confine Negro pupils within the Lincoln district, while allowing whites living in the same area to attend a school which was not predominantly Negro in composition.

In 1949, after pressure by numerous civic groups concerned about the segregated condition at Lincoln Elementary School, the board passed a resolution which terminated the policy of transferring white children out of Lincoln School. While the resolution indicated that district line readjustments would be considered, it did not redistrict in any way. The court found that the resolution of the board eliminating transfers of white children out of the Lincoln School only maintained the status quo, imposing, in effect, a "freeze" on the artificially created boundaries of the Lincoln District.

A 1956 state report and a 1957 Dodson Report on "Racial Imbalance in Public Education in New Rochelle, New York" suggested that the Board of Education, although expressing dissatisfaction toward the existence of the predominantly Negro elementary school, had not taken the responsibility to implement the policy of integration. These reports also indicated that the board alone had the responsibility to determine whether segregation in New Rochelle public schools would continue. The board responded to both reports by continued inaction.

In 1959, the board again decided to propose the rebuilding of Lincoln School at its present site, serving the same school district, although both reports had indicated that, if Lincoln School were rebuilt at its present site, maintaining the same district school boundaries, it would result in the inevitable continuance of segregation. The school board actively participated in the campaign to win voter approval for the rebuilding of Lincoln School.

The court said:

> At any rate these pressures were successful and the voters passed the Lincoln Proposal by an overwhelming 3 to 1 majority. It is significant that, although the Board consistently reiterated the new school was being built to benefit the Lincoln School District, this was the only district in which the proposal was defeated.

Against this factual background, the judge, Irving Kaufman, ruled that the school board had violated the Constitutional rights of the plaintiffs by denying to them their right of the equal protection of the laws as guaranteed by the 14th Amendment. The judge further found that the Board of Education in New Rochelle had intentionally created Lincoln School as a racially segregated school and had not acted in good faith to implement desegregation as required by the 14th Amendment. Further, he pointed out that the conduct of the Board of Education had been motivated by the purposeful desire of maintaining the Lincoln School as a racially segregated school. The court pointed out that the Supreme Court of the United States in *Brown vs. Board of Education* had made it clear that in the field of public education, "separate but equal" was inherently unequal and, hence, violative of the Constitution. Judge Kaufman further pointed out that the Supreme Court had held segregation of Negro children especially in their formative years "generates a feeling of inferiority as to their status in the community and affects their hearts and minds in a way unlikely ever to be undone."

Brown vs. the Board of Education, 1954, further emphasized the necessity of giving these minority-group children the opportunity for extensive contact with other children at an early stage in their educational experience, finding such contact to be indispensable if children of all races and creeds were to become inculcated with a meaningful understanding of the essentials of our democratic way of life.

The court held that the result of the board's refusal to end segregated conditions had operated to deny Negro children the opportunities for a full and meaningful educational experience, guaranteed to them by the 14th Amendment. Having created a segregated school, the Constitution imposed upon the board the duty to end segregation in good faith and with all deliberate speed. While the Board of Education argued that the segregation pattern in New Rochelle was *de facto*, the court said:

> It is submitted that, if these terms must be used, *de jure* should refer to segregation created or maintained by official act, regardless of its form. *De facto* should be limited to segregation resulting from fortuitous residential patterns. This decision does not purport to determine whether *de facto* segregation, in this sense, is violative of the Constitution.

Further the court pointed out that the Constitutional rights are determined by realities and not by labels or the semantics. The U. S. Supreme Court had stated that courts must look through the guise in which school officials seek to clothe their unconstitutional conduct. Quoting from the Supreme Court case of *Cooper vs. Aaron, 358 U. S. 1,* at Page 19, the court said:

> It is, of course, quite true that the responsibility for public education is primarily the concern of the State, but it is equally true that such responsibility, like all other state activities, must be exercised consistently with Federal Constitutional requirements, as they apply to State action.
>
> The Constitution created a government dedicated to equal justice under law. The 14th Amendment embodied and emphasized that ideal. State support of segregated schools, through any arrangement, management, funds or property, cannot be squared with the Amendment's command that no state shall deny to any person within its jurisdiction the equal protection of the laws. The right of a student not to be segregated on racial grounds in schools, so maintained is, indeed, so fundamental and pervasive that it is embraced in the concept of due process of law.

The court then ordered the defendant Board of Education to present to the court a plan for desegregation in accordance with its opinion. It was further ordered that desegregation was to begin no later than the start of the 1961-62 school year. The court retained jurisdiction of the action until the plan had been presented and approved by the court and then implemented. This plan was to be presented to the court on or before April 14, 1961.

C. Boundaries and Busing

Numerous public schools in Detroit are presently segregated by race. The allegation that purposeful administrative devices have at times been used to perpetuate segregation in some schools is clearly substantiated. It is necessary that the Board and its administration intensify their recent efforts to desegregate the public schools.

This report will now turn to the side of the segregation problem that seems unquestionably within the province of the Board of Education.

It is possible for the Board, by various arrangements within its power, to modify segregated conditions within the school system. Already the Board is on record with certain policies which constitute moves in this direction—for example, the policy of 1959 on transporting pupils: "That the school be the nearest one having enough space, provided it is not or probably will not be needed to serve pupils of its own attendance area or of an attendance area as close or closer than the proposed sending school."[1] Administration of this policy can bring about desegregation and has done so in recent instances.

Below the subcommittee submits recommendations intended to help the Board to move farther in the direction of taking all reasonable steps toward desegregation within the framework of its major responsibility, which is to provide the best possible education for all children. All such proposals should be evaluated in the light of their general educational soundness—one aspect of which is their desegregation effectiveness.

4. The pupil transfer policy of the Detroit public schools should be liberalized to permit any child at any grade level, regardless of race, religion, nationality, or social class, to transfer to any school in the system, under the following conditions:
   - A. Transfers may occur only at the beginning of each new semester. If the reason for transfer is that a child wishes a certain program not available in his local school and is capable of taking that program, the child should be accepted without reference to existing pupil load at the intended school. In all other cases, transfer will be made only where the intended school will have space for the child during the new semester. Toward these ends, and except in emergencies:
     - (1) Application for pupil transfer will be made sufficiently in advance of any new semester as to be administratively feasible.
     - (2) Pupils requesting transfer to a given school will have their names placed on a priority list in order of application and will be admitted to that school in strict priority.
   - B. In any case of transfer outside the school district where the family cannot afford to pay the transportation cost, the school system will pay the cost.

Although the subcommittee affirms the general principle of the neighborhood school, it recognizes that there are numerous instances where individual pupils need latitude to cross school boundaries and where this would be in the best interests of equalizing educational opportunities. The following types of cases are noted:

(1) A gifted pupil whose neighborhood school population is such that a full class of his ability peers cannot be organized.

(2) A pupil who has a high potential in a particular area of study which can better be served in a school other than his neighborhood school.

(3) A pupil who has developed a chronic social maladjustment with respect to his schoolmates or the local school staff, and who has a good chance of adjusting in a different school without referral to a special class.

(4) A pupil who, with his family, is in a state of serious tension because of intergroup problems in the neighborhood.

With respect to type (4), reference is made to the general policy on racial desegregation proposed in Recommendation 8 below: community tensions could be greatly reduced if individual families knew that the possibility of crossing school boundaries existed. Nevertheless, the subcommittee wishes to stress that the rigid-boundary principle is not solely related to racial questions, but is more generally related to many types of individual problems. While basically holding to the principle of Recommendation 10 below, the Board would do well to introduce responsible flexibility into the individual application of this principle.

Recommendation 4 is intended to effect this desirable synthesis between the general principle of the neighborhood school and modifications to meet individual problems. The recommendation in practice would be especially effective at the secondary school level, where the neighborhood school concept loses force among the parents in the contributing district. Nevertheless, the recommendation is intended to apply to all school levels except where otherwise indicated.

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[1] Report by the Superintendent to the Board, November 23, 1959: "School Overcrowding and Relief Measures".

5. To avoid and prevent any impression of boundary line gerrymandering, the Board of Education should implement Recommendation 4 of the School Community Relations Report of the Citizens Advisory Committee on School Needs, which they have approved.[2]

6. When busing shall be necessary to relieve overcrowding in any given school, busing should be based on a geographic concept whereby pupils in various grades but from a given geographic segment can be sent to the nearest school having available space.

7. The school system, in line with sound education practice, should increase opportunities for experiences which cross racial, religious, nationality, and social lines in our schools.

8. The Board of Education should affirm its responsibility, as a public educational agency, to promote the process of racial desegregation in every feasible way within the public schools of Detroit, and the Board of Education should reaffirm its belief in the historic goal of American public education which recognized the blending of our heterogeneous population as a means for achieving equality of educational opportunity and as a necessity for national unity and progress.

III. SIZE AND SCOPE OF ADMINISTRATIVE DISTRICTS

9. The Board should seek ways and means of equalizing the size of school districts by equalizing the number of children in each. Whenever the Detroit Public Schools find it necessary to divide a district, the division should be carried out in accordance with the principles in Recommendation 5 of the Organization and Administration report.

A district that is too large places an undue burden on the administrator and helps create a negative community image of that district. (Such is now the case in the Center District of the Detroit Public Schools.)

10. In addition to the present provisions in each school district for the complete educational program at the elementary, junior high and senior high school levels—wherever possible, classes for gifted, mentally retarded, emotionally disturbed, blind, and deaf children should be maintained in each school district, so that all children of a district, as far as possible, may be able to complete their education in that district.

The practice of integrating deaf and blind children with normal children has been found to be educationally sound. Also, the practice of housing the emotionally disturbed or the mentally retarded children in separate schools has had certain disadvantages for these pupils. Classes for the gifted child should be included within the district in which he lives so that, in those classes where there is no ability grouping and in non-academic subjects, democratic human relations among all of the students will be encouraged.

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[2] *Op. cit.*, p. 140: "A complete analysis be made immediately of all school boundaries within our city for the express purpose of establishing school districts that will be based on major principles: safety of the child; distance involved; efficient use of school plant; and the inclusion of all ethnic, racial and religious groups residing in each school area."

IV. SIZE AND ORGANIZATION OF CLASSES

11A. The pupil-teacher ratio should be considerably lower in culturally disadvantaged communities.

By pupil-teacher ratio, this committee means the ratio of pupils to teachers who are actually engaged in classroom work.

Great care should be taken to insure that highly skilled teachers constitute faculties in deprived areas. Teaching is a great challenge in all schools. Schools in deprived areas have problems beyond those of the average school in a stable, middle class community. Among these are lack of cultural opportunities, few experiences with books and museums and concerts, and a high rate of mobility. Special incentives, possibly in the way of fewer duties along with smaller classes, should be given to teachers so that they feel that they can succeed in these situations and gain satisfaction from their work. Since no real incentives are offered for teaching in the culturally disadvantaged schools, many teachers prefer to teach in schools where there are fewer students who are under-achieving, who present behavior problems, who have health problems, and who are potential drop-outs.

The committee suggests that the pupil-teacher ratio in culturally disadvantaged communities should be at least 20 per cent lower than in other areas. At the present time many schools in several of the districts have higher pupil-teacher ratios than the city average.

11B. Report pupil-teacher ratios based on actual teaching teachers by schools and districts.

At the present time, the pupil-teacher ratio is determined by dividing the number of students in a school by the total number of the faculty. This includes many who are teaching no classes: for example, principals, assistant principals, and counselors. It also includes teachers such as coaches, journalism teachers, speech teachers, department heads, and some others who do not have full-time loads. Thus a school with an enrollment of 2,500 pupils and a faculty of 100 would appear to have the highly desirable pupil-teacher ratio of 25. Actually, the pupil-teacher ratio based on teaching teachers would run over 30.

11C. All schools in all multi-problem areas should have smaller classes, more coordinating time for staff, additional visiting teacher service, additional health services, more counseling, additional free bus trips, remedial classes scheduled during school time, and a vacant room to schedule adult-education classes for parents in the community.

These additional services will encourage and retain teacher personnel in the so-called "difficult" schools. They would also result in making certain school situations more attractive to new teachers and to substitutes than they are at the present time.

12. In each school, wherever it is deemed feasible, an opportunity room (not necessarily self-contained) should be established to facilitate personalized attention to each child.

Students who are "under-achievers," though not mentally retarded, could receive personalized attention and remedial instruction in such a room.

13. The Board should consider the advisability of establishing, in some schools, a non-graded opportunity room for new entries into the Detroit public schools whose ability levels have not been established and who are in need of a few months of special attention before entering regular classes.

14. With respect to the Detroit (platoon[3]) plan vs. self-contained rooms[4], the Board should move forward with a program of study and action along the following lines:

A. Completing the conversion of grades 1 and 2 city-wide to self-contained rooms, so that a child may spend all of his time with one teacher.

B. Extending the self-contained room into grade 3, and perhaps even higher, wherever studies make it clear that pupils in the schools affected would benefit thereby.

C. Arranging that, wherever it will best serve the interest of education, self-contained rooms during the first three years of elementary school will be non-graded[5], so that greater emphasis might be placed on speech, reading and mathematical readiness, spelling, and the three R's.

This type of room would make it possible for a child to progress at his own rate and for bright children to be stimulated by working with children of equal ability while remaining in a neighboring school.

D. Modifying the Detroit (platoon) Plan in grades 4-6, wherever it is educationally desirable, by reducing the number of special classes a child will attend each day and lengthening the time he will spend in each class, thus permitting a larger block of time with one teacher.

There are children in every school in the Detroit school system of varying preparation levels, different cultural experiences, and widely varying intelligence levels. Our aim is to provide for each child, regardless of his present achievement level, an opportunity for the full realization of his potential. The types of classes available in a school, and the organization of these classes, can enhance or restrict such opportunities.

The subcommittee takes cognizance of Curriculum Recommendation 28 of the Citizens Advisory Committee on School Needs: "Place the first and second grades —and the third grade where it is deemed advisable—in self-contained rooms . . ."[6] It is the subcommittee's feeling that in many locations the principle of the self-contained room might be extended even further—by modification of the platoon system or Detroit Plan, and by adding opportunity rooms. In Recommendations 12-14, the subcommittee stresses urgency of long-continuing study, experimentation, and appropriate action along the lines suggested.

V. PUPIL ADJUSTMENT, DROP OUTS, AND APPRENTICE PROGRAMS

15. The Board of Education and administration should attempt to provide sufficient psychiatrists, psychologists, dentists, physicians, nurses, social workers, psychometricians, and other related professional workers to treat adequately all referrals from visiting teachers.

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[3] *Platoon System.*—A school or part of a school in which two or more subjects, such as social studies, music, art, or science, are departmentalized and taught by one teacher. Under this system, students go to these rooms to pursue these subjects rather than receiving instruction from their homeroom teacher.

The platoon system of organization makes it possible to make more efficient use of a school building than is possible when a school is organized in self-contained classrooms.

[4] *Self-Contained Classroom.*—In an elementary school, a classroom in which one teacher is responsible for teaching all subjects to a group of children for the entire school day.

[5] *Non-Graded School.*—One in which the use of grade labels has been eradicated. Goodlad and Anderson define the non-graded school as "one in which the grade levels have been entirely removed from a minimum of two grade levels." Both non-graded and graded schools are so structured as to suggest a relatively common sequence of learnings tasks for pupils attending either type of school. However, it has been reported that the non-graded school has some advantages such as: reduced tension in students; increased teacher awareness of student individuality; and, from the increased involvement of the community in the change process, increased parental understanding of the school.

[6] *Findings and Recommendations,* November 1958, p. 19. Quoted portion approved without change by the Board of Education, June 9, 1959.

ORGANIZATION AND ADMINISTRATION — RECOMMENDATIONS

16. After professional diagnosis, and where the welfare of the child and/or other pupils requires it, and where after notification the parents fail to do so, the administration should initiate the necessary steps for the commitment of disturbed or retarded children to institutions.

In many areas in the city of Detroit, the life of the children is a precarious and disturbing one. Problems of finances, health, psychological adjustment, housing, divided families, and employment are all factors affecting the child's school performance. There is need for more visiting teachers, for frequent and understanding counseling, and for more and better facilities to care for and treat children requiring treatment, including those who are in need of institutional care.

17. Every effort should be made to arouse the enthusiasm of all pupils at an early age in order to reduce the number of those who choose to "resign" from school. Changes of curriculum, of personnel, of pupil, parental, and teacher attitudes, of school atmosphere, are all necessary for success in these efforts.

18. Every effort should be made to spot the potential drop out early enough in his school career to provide a planned education that would include personal guidance and training in skills valuable in both today's and tomorrow's job market. Annually, a report should be made to the Board of Education on surveys made in this area and progress achieved in the field.

While recent statistics indicate that Detroit is at present losing about 45 per cent of its pupils between grades 8 and 11, there is evidence that these pupils have lost interest in school at a much earlier age. Drop outs are greater in predominantly non-white and lower economic areas of the city. This is a tremendous economic loss to the community. "In the United States today there are 70 million adults 25 years of age and over who have not completed secondary school. Eleven million have less than a 5th grade education. Three out of every four people presently unemployed are in this group with basic educational deficiencies."[7]

19. The Board of Education should support federal legislation for the establishment of a work study program similar to the Civilian Conservation Corps program but oriented to urban needs.

20. The Board of Education should not be a party to or the instrument through which any contract or dealings would deny any qualified pupil equal access to Detroit school facilities and offerings because of race, religion or social class. The Board of Education and administration should immediately and with determination take all necessary steps to end the discrimination in all apprentice training programs.

    A. The Board of Education should notify the groups concerned in selecting students that the following steps will be initiated:

        (1) A review board representing the public will be appointed by the Board of Education to make certain that applicants be chosen on merit regardless of race, color, or creed.

        (2) The Board of Education should affirm a policy that it cannot condone or participate, even indirectly, in any discriminatory practice in this area. Any deviation from this practice will force the Board to close its program, since it cannot even indirectly be a partner to discrimination.

    B. The Board of Education should take immediate measures through guidance counseling and the necessary school program to guarantee that students will be well prepared to qualify for admission and take advantage of the apprentice training program.

    C. The Board of Education further should transmit to the federal government, which helps to finance these programs, and to labor and management, its condemnation of the discriminatory practices and its determination either to have these practices corrected or to suspend or terminate the apprentice program.

The operation of the apprentice program is obviously discriminatory. Since the applicant for admission to the program must first have a job in the field in which he wishes to secure apprentice training, and since minority-group members are not admitted by employers and trade unions to many of these jobs, there are few, if any, members of the minority groups in the program.[8] Since the program is offered for students who have completed high school and the equipment and cost of teaching the courses are very expensive, the Board does not have a *primary* responsibility to continue these courses in any case—and the less so if they are in any way discriminatory.

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[7] National Association of Secondary School Principals, *Spotlight on Junior and Senior High Schools,* No. 49, September-October 1961.

VI. EQUAL EDUCATIONAL OPPORTUNITY POLICY

21. The Board of Education should incorporate into its By-Laws and immediately and publicly enunciate its position in favor of full equal educational opportunity for all the children who attend public schools; it should evaluate the efforts of administration in carrying out such recommendations made by the Committee on Equal Educational Opportunities as may be adopted by the Board.

Serious citizen concern about equal educational opportunities in Detroit suggests that the Board of Education clearly state its formal policy on the subject.

22. Within the next three years after this report has been given to the Board of Education, a Citizens Committee on Equal Educational Opportunities should be appointed to restudy the equal educational opportunities situation at that time, to appraise the Board's and administration's success in implementing the present citizens committee's recommendations, and to make such additional or revised recommendations as may be desirable, in view of changing conditions and additional knowledge.

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[8] Racial Count—Personnel Report Appendix, "Special Schools and Apprentice Training Schools."

PART FOUR

Personnel

PERSONNEL SUBCOMMITTEE

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Rev. Walton Cole
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PERSONNEL

Foreword

In its deliberations during the past year, the Personnel Subcommittee has studied the problems and the written policies of the Board of Education as they relate to personnel. It has examined practices of the Personnel Division and has made recommendations which it believes will strengthen the Detroit public schools. Several current personnel practices have been carefully noted in this report as being worthy of commendation. Within its field of study, the subcommittee has recommended further consideration of a number of items which, because of time limitations, were beyond its scope.

In an honest endeavor to get the facts, the subcommittee made many field trips, held numerous personal interviews, convened as a subcommittee 50 times, and studied many volumes of printed materials which are listed in a reference index. Although various activities, including research and interviews by individual members, are not recorded, they played an important role in this final report.

Although a major concern of the subcommittee has been a study of racial inequalities, other inequalities, such as religious minorities and socio-economic conditions, have also been studied—as well as the problems of the handicapped, the gifted, and the culturally deprived pupils—insofar as they affect personnel.

Although the subcommittee concentrated on personnel problems in education, it is firmly convinced that all forms of inequality in our social and economic lives affect the health, prosperity, and growth of Detroit. Discrimination against minority groups—by prescribing the activities in the community in which they may participate, by residential segregation, by restrictive employment opportunities, and by other limitations—emerges as the chief way in which social and economic inequalities are intentionally or unintentionally perpetuated.

In the past, immigrant groups such as the Irish, Italians, Polish, Scandinavians, and others have been assimilated into the mainstream of American civilization within a generation. Other groups, including the American Negro, Puerto Rican, Mexican-American, and southern Appalachian white, have been hampered and restricted in their efforts to climb the socio-economic ladder and to become fully integrated as members of the community. Because of deprivations, some of the members of these groups are at present poorly prepared to compete on equal terms with the white majority. In education, the occupational skills and productivity of some lag far behind the general standard. In addition, some of these individuals have the additional handicap of being restricted in knowledge of values, standards, and ways of living in an urban society because of discrimination or lack of equal opportunities.

The problem of American Negroes has been especially difficult because, despite their great efforts to identify with American cultural traditions and values and to become integrated into American society, visible differences in skin color have set them apart. The continued exclusion of Negroes from most forms of opportunity in American society has been a historic pattern for over 200 years and continues to be a major problem. Fortunately, the challenge which this problem poses for education has a more hopeful future than in other areas, since education has played a historic role in helping great masses of people to become assimilated into American democratic civilization.

If present minority groups are to achieve equality of opportunity with the rest of the population, they must draw abreast of their fellow Americans in preparation for work and general cultural development. To do this is essentially a learning process. The importance of education needs no emphasis. It has always been in the United States a major avenue of social and economic advancement; moreover, it is vital for our national survival and growth. In the modern world of technology and systematic procedures, a good basic education plus specialized training are prerequisite to a constantly widening range of occupations and opportunities. Formal schooling, however, is only part of education in the broad sense of preparation for life. In the total education of a person, the family plays a vital role, and another great part comes from associations and experiences in the community. In fact, "community" has become international in scope; and this fact re-emphasizes the need for equality of educational opportunity.

Essentially the concern of this subcommittee is that educational personnel policies and practices be directed toward a reaffirmation of American education's role of preparing *all* for social assimilation—and extending this role to include *all* without any qualification whatsoever.

The subcommittee acknowledges the assistance given to it by a specially appointed group of individuals engaged in professional social work for the Fair Employment Practices Commission, Urban League, Detroit Commission on Community Relations, and the Jewish Community Council.

PERSONNEL

Introduction

A most difficult and yet a most important topic in the study of equal educational opportunities is that of personnel. The teacher, through his skill and insight, can inspire eager search not only for knowledge but for ideals of beauty, right, and truth, and make his students true explorers in the boundless territories of the mind. No task has greater challenge, responsibility, or reward than this one.

The heart of any educational system is the teacher. At the present time, the Board of Education employs 10,544[1] teachers; and this means that the largest single item under the present school budget is teachers' salaries. From the viewpoint of the importance of the teacher's role, and also, in view of the financial consideration involved, staffing the schools with the best teachers is a major factor in equal educational opportunities. Therefore, the subcommittee believes, here is the central and most important question: Is the Board hiring, placing, promoting, and retaining the best and most qualified personnel available in an *equitable* manner?

The subcommittee has examined the recruitment and hiring techniques used by the Board. There is evidence pointing to definite efforts to obtain the best qualified teachers available. There is also evidence to indicate that the Board could do more, and the subcommittee offers recommendations for improvements.

The subcommittee has identified many factors which influence the Board's attempts to hire the most qualified teachers. Among these are the following:

1. *Supply and demand.*—Obvious problems are created by these factors when the Board attempts to hire qualified teachers. Better selection is possible when supply exceeds demand. Currently, we are told, demand locally and nationally exceeds supply, and this tends to limit the Board in its final selection of teacher candidates.
2. *Teacher Categories.*—The Board must fill positions in 28 different teaching categories. Frequently there may be an oversupply in one category and a shortage in another. At the present time, for example, it is difficult to get teachers of mathematics, science, and special education because not enough teachers hold certificates to teach in these areas.
3. *Salary Schedules.*—The level of starting salaries for Detroit public school teachers is an important factor in attracting new teachers to Detroit. The Detroit system has recognized the importance of this factor by raising the starting level salaries for 1961-62 to or above the levels of all but 2 of the neighboring 56 school districts; whereas in 1960-61 8 school districts paid higher starting salaries. However, 15 school districts in this area now have higher maximum salaries.[2]
4. *Move to the Suburbs.* — At one time during the past 15 years, the center of metropolitan Detroit's population was located at Six Mile Road near Second Boulevard. This population center has shifted to Seven Mile Road near Greenfield.

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[1] In 1961. See Racial Count Report of February 1961, Appendix Number II-11, p. 126.

[2] Appendix III-13, Personnel Report.

Demographers and population analysts predict a further shift in the next 10 years toward the west, with the eventual center being located somewhere near Livonia. Since many new teachers desire to work close to their homes, and since suburban communities have become increasingly attractive places in which to live and to teach, this has been an important factor in limiting the numbers of teachers applying for positions in Detroit.

5. *The Problem of Attracting Teachers to Older Areas.*—The comparative age and general conditions of school plants and limited facilities may be a definite factor in the problem of attracting the best qualified teachers to Detroit public schools. Some of Detroit's school buildings are 60-75 years old, while suburban schools are generally very new and modern.

6. *Mobility, Transiency and Class Size.* — Many schools in lower socio-economic sections of Detroit have very high transiency rates. For the teacher in these areas, this means adjusting to a constantly changing group of pupils. When, because of crowded neighborhoods, class size is larger than that considered normal, teaching conditions are also adversely affected. Such factors are important to the problem of teacher supply.

7. *Teacher Turnover.*—The teaching profession—in contrast to other professions such as medicine, law, and engineering—is characterized by a high turnover of personnel. Teachers leave to get married, to have families, and sometimes to enter other professions. The Board then has the problem of replacement. In a year's time, the Board of Education has had to fill as many as 500 teaching positions resulting from teacher turnover. In addition, other new teachers must be hired whenever there is an increase in public school pupil population; consequently, during the past 10 years over 700 teachers have been hired on an average per year.

8. *Teacher-Training Institutions.*—Because teacher-training institutions set their own standards for admission, carry on their own programs which they believe will best qualify candidates for teaching positions, and selectively issue or withhold diplomas which in effect establish the person's qualification to teach, these institutions play a decisive role in predetermining who may and who may not be a teacher. Fundamental questions regarding the adequacy of teacher training and selection are being raised in many quarters today, and they are intimately related to the problems of obtaining qualified teachers.

   It should be stated that many teacher-training institutions generally recognize the need to raise their standards of student selection and to improve their undergraduate and graduate programs of teacher training. However, knowledge and skills and high scholastic aptitude alone are no absolute guarantee of teacher success. Teachers must also possess sound attitudes toward themselves and toward all mankind, if they are to succeed in the classroom. The determination of these positive attitudes—itself a difficult problem—makes teacher selection and training more difficult than the training of students in other areas. Nevertheless, the problem must be faced realistically, if qualified teachers with both sound attitudes and acceptable knowledge and skills are to be available to staff our schools.

Whether Detroit's public schools make the best use of teachers is an equally important personnel consideration for the Board of Education. The subcommittee recognizes that the Personnel Division — faced with the problem of assigning more than 10,000 qualified teachers in 288 different schools despite teacher shortages in certain fields, a problem aggravated by the high rate of teacher turnover — has indeed shouldered a difficult burden. This division must also face the important problem of assigning its newer teachers, and those employed on an emergency basis, so that the placement is as equitable for all schools as possible.

The subcommittee has found[3] that the Board of Education has followed a practice of (1) assigning Negro teachers predominantly within certain districts where there are large numbers of Negro pupils, and (2) assigning Negro teachers chiefly to racially mixed schools, in many cases on a proportional basis. If there are no Negro children in a school, no Negro teachers are assigned there; this rule has few exceptions to date.

Such a practice may set limitations on the most effective use of teaching personnel; for example, a teacher whose qualifications have been approved by a selection committee is, nevertheless, limited primarily to assignment in only 5 out of the 9 districts, if he is a Negro. The placement practice places the Detroit public school system in the position of having two standards, one for Negro teachers and another for white teachers. Furthermore, the equitable practice of placement of Negro and white teachers would result in a culturally enriching experience for all children.

---

[3] See Map, "Racial Distribution of Teachers and Pupils in the Detroit Public Schools," facing page 78.

The subcommittee has examined the Board of Education's hiring procedures and believes that the Board of Education *is* making a very conscientious attempt to hire the most qualified teachers. However, it finds that a significant problem in the field of personnel is making a uniform assignment, throughout the system, of Emergency Substitutes in Regular Positions, Probationary Teachers, experienced and inexperienced teachers, those with degrees and special qualifications, male and female, old and young. At the present time, 25 per cent of the total teaching staff are Emergency Substitutes or beginning teachers commonly known as Probationary I's and II's. There is evidence that Emergency Substitutes and Probationary I's and II's are concentrated in some districts and found in smaller numbers in others. Undoubtedly the limited placement policy is a factor contributing to this problem: whenever Emergency Substitutes or Probationary I's and II's are Negroes, they are assigned to only 5 of the 9 districts.

The subcommittee has obtained information as to the racial composition of the teaching staff of the Detroit Board of Education. One out of every five teachers employed at the present time is Negro. However, Negro teachers are placed predominantly in the South, Center, East, Southeast, and Southwest Districts. The supply and demand problem is difficult enough without practices which may create additional shortages. Furthermore, the economic cost to the taxpayer is raised if any limitation in placement of personnel tends to reduce the supply of teachers.

Two additional factors in teacher assignment should be mentioned briefly:

1. *Seniority.* — In the equitable staffing of a large school system, seniority presents a problem. The subcommittee is in accord with a city-wide system of seniority, but believes that a strict system of local school seniority may present a barrier to equality of teacher assignment at the individual school levels. This is discussed in Recommendation 16.
2. *Community Acceptance.*—It is alleged that a negative reaction on the part of certain sections of a community to the placement of Negro teachers in predominantly white neighborhoods has been an underlying reason for the limited placement practice of the Board of Education. This is not a valid justification nor is it true.

   The legal and moral responsibility for the Board of Education is clear. The Board of Education has a responsibility to abide by the Michigan Fair Employment Practices Act in both hiring and placement practices, and to make this known to both the staff and the community. Limitations on where teachers are placed, because of imagined or real community pressures based on race alone, will continue to result in unequal educational opportunities for children and in the denial of equal rights to Negro teachers. Both reasons justify elimination of this practice.

The subcommittee submits the following recommendations, covering these and other areas of personnel, which it believes will assist the Board of Education to move in the direction of achieving equal opportunities for all personnel and equal educational opportunities for all of Detroit's public-school students.

PERSONNEL

Recommendations

I. DISCRIMINATORY PRACTICES

1. THE BOARD OF EDUCATION SHOULD ENUNCIATE A FIRM POLICY, IN LINE WITH THE FAIR EMPLOYMENT PRACTICES ACT OF THE STATE, THAT ASSIGNMENT, PROMOTION, AND TRANSFER OF TEACHERS, COUNSELORS, ADMINISTRATORS, AND OTHER STAFF BE MADE WITHOUT RACIAL DISCRIMINATION.

The Board of Education established at its meeting on January 24, 1956, "that the rules and regulations of the Fair Employment Practices Act were to be accepted as the practice in policy of the Board of Education".[4] However, the subcommittee, in its study of the By-Laws of the Detroit Board of Education,[5] found no mention of a Fair Employment Practice policy. It was recommended by letter signed by Mr. William D. Merrifield, Board of Education member, and later adopted (November 8, 1955) by the Board, that the Michigan Fair Employment Practices Act be accepted as the practice and policy of the Detroit Board of Education. The Board should assume its moral and legal responsibility for leadership in informing all Board employees, as well as the citizens in the community, that it must operate under the Fair Employment Practices Act.

2. THE SUPERINTENDENT SHOULD AFFIRM TO ALL SCHOOL PERSONNEL THE LEGAL RESPONSIBILITY AND FAIRNESS OF THE POLICY STATED ABOVE, AND HE SHOULD REQUIRE AND MAKE IT CLEAR THAT THE ABOVE POLICY IS TO BE FOLLOWED BY ALL CONCERNED.

The Citizens Advisory Committee Study on School Needs made the following recommendation on page 140:

> Any assignment of personnel which denies equal placement opportunities to certain teachers because of their race, religion, or ethnic backgrounds also deprives some schools and many students of the opportunity to enjoy experiences rich in democratic human values — experiences which associations with people of other racial, religious, and ethnic groups can provide.

As to *placement* of teachers, the subcommittee finds that, with only a few exceptions, Negro teachers are placed only where there are Negro children in attendance at the school. The same data bring out the fact that there is a tendency for the proportion of Negro teachers in a school to increase as the proportion of Negro pupils increases.[6]

For purposes of examination of race as a factor in teacher placement, we have used the following arbitrary definitions based on the student and staff membership composition:

<table>
<tr><th>TERM</th><th>PUPILS</th><th>TEACHERS</th></tr>
<tr><td>"ALL WHITE"*</td><td colspan="2">100% white</td></tr>
<tr><td>"PREDOMINANTLY WHITE"</td><td colspan="2">99.9+ to 90% white</td></tr>
<tr><td>"MIXED"</td><td colspan="2">89.9+ to 10+% white
and 10+ to 89.9+% Negro</td></tr>
<tr><td>"PREDOMINANTLY NEGRO"</td><td>90 to 99.9+% Negro</td><td rowspan="2">NO CASES</td></tr>
<tr><td>"ALL NEGRO"</td><td>100% Negro</td></tr>
</table>

*A school designated as "all white" has no Negro pupils. It may, however, have Asiatics or "others" included in its membership.

---

[4] *Administrative Handbook*, 1960, Part 2, p. 4.

[5] *By-Laws of the Board of Education*, City of Detroit.

[6] "Graphs showing the percentages of Negro pupils and staff by districts", Appendix II-10.

Where the student body is "all" white (as in most schools in the Northwest, the Northeast, and the West Districts), the faculty is also *all white* — with only 5 exceptions. It should be noted that the pattern of placement is to assign Negro teachers to schools *after* the school has become *predominantly white* or *mixed*, and rarely before. Further, the following trend exists: the higher the percentage of Negro pupils, the higher is the percentage of Negro teachers.

Inspection of the school populations under such a classification (see Racial Count Map, facing page 78) yields the following results:

> *Schools having "all" white pupil membership (75):* the faculties are *all white* with only 5 exceptions. Average percentage of Negro faculties for the 75 schools is 0.17; for the 5 having some Negro teachers, the average percentage is 2.6; and the range of all schools is from 0.0 to 3.1 per cent.
>
> *Schools having "predominantly" white pupil membership (31):* the faculties are *all white,* with 13 exceptions. The average percentage of Negro faculty for the 31 schools is 4.7; for the 13 schools having some Negro teachers, the average percentage is 11.3; and the range for all schools is from 0.0 to 31.8 per cent.
>
> *Schools having "mixed" pupil membership (89):* the faculties are *mixed* in 52 of these schools; *predominantly white* in 30 schools; and *all white* in 7 schools. The average percentage of Negro faculties for the 89 schools is 21.0; for the 82 schools having some Negro teachers, the average percentage is 22.8; and the range for all schools is from 0.0 to 72.2 per cent.
>
> *Schools having "predominantly" Negro pupil membership (70):* the faculties are all *mixed,* with a single exception, one school having a *predominantly white* faculty. The average percentage of Negro faculties for the 70 schools is 51.7; and the range for all schools is 6.6 to 87.5 per cent.
>
> *Schools having "all" Negro pupil membership (8):* faculties are all *mixed.* Average percentage of Negro faculties for the 8 schools is 73.0 per cent; and the range for all schools is 50.0 to 88.4 per cent.

The following table is a summary of these data:

TABLE 1

CENTRAL TENDENCY, *AVERAGE* PERCENTAGE, AND *RANGE* OF PERCENTAGES OF NEGRO FACULTIES FOR ALL-WHITE, PREDOMINANTLY WHITE, MIXED, PREDOMINANTLY NEGRO, AND ALL-NEGRO SCHOOLS—FEBRUARY 1961

Pupil Membership	Number of Schools*	Faculty-Central Tendency	% Negro Faculty	
			Average	Range
All White	75	All White	.17	0.0 to 3.1
Predominantly White	31	All White	4.7	0.0 to 31.8
Mixed	89	Mixed	21.0	0.0 to 72.2
Predominantly Negro	70	Mixed	51.7	6.6 to 87.5
All Negro	8	Mixed	73.0	50.0 to 88.4

*When a single school having more than one unit (e.g., elementary, junior high, or special) is counted as one school, the February 1961 total is 273.

An over-all interpretation of these data is offered:

(1) There is a strong tendency to avoid assigning Negro faculties to schools whose pupil memberships are *all white* or *predominantly white.* When the schools are classified into five groups by an ascending percentage of Negro pupils, the number of schools in each group having Negro faculty members also ascends.[7]

(2) There is a tendency for Negro faculty members to be added or increased as the percentage of Negro pupils increases.

(3) Departures from both tendencies are seen in the *ranges* of Negro faculty-percentages.

---

[7] Appendix II-10, "Graphs Showing the Percentages of Negro Pupils and Staff by Districts."

TABLE 2
SUMMARY OF DISTRICT TOTALS
(Racial Count, February 1961)

DISTRICT	WHITE PUPILS	NEGRO PUPILS	WHITE TEACHERS	NEGRO TEACHERS
C	2,059	47,032	935	791
E	9,681	21,475	802	270
N	23,236	13,157	1,169	175
NE	25,120	326	965	10
NW	36,201	198	1,320	3
S	8,821	14,193	626	348
SE	7,617	20,717	570	480
SW	15,611	11,831	795	192
W	26,278	2,186	1,056	6
Totals	154,624	131,115	8,238*	2,275*

*78 per cent of the teachers employed by the Detroit public schools as of February 1961 were white; 22 per cent were Negro.

TABLE 3
DISTRICT PERCENTAGES OF WHITE PUPILS AND PERCENTAGES OF WHITE TEACHERS
(Racial Count, February 1961)

DISTRICT	PUPILS	TEACHERS
NW	99.5	99.8
NE	99.0	99.0
W	93.0	99.4
N	64.0	87.0
SW	58.0	81.0
S	40.0	65.0
E	32.0	75.0
SE	28.0	55.0
C	5.0	55.0

TABLE 4
DISTRICT PERCENTAGES OF NEGRO PUPILS AND PERCENTAGES OF NEGRO TEACHERS
(Racial Count, February 1961)

DISTRICT	PUPILS	TEACHERS
C	95.0	45.0
SE	72.0	45.0
E	68.0	25.0
S	60.0	35.0
SW	42.0	19.0
N	36.0	13.0
W	7.0	.56
NE	1.0	1.0
NW	.5	.2

Facing page 78 is a Racial Count Map, with a key to the map on page 78, listing the schools by number for convenient reference.

Analysis of Revised Count by Districts as of February 1961

(a) *Northeast District.*—This district has 18 out of 28 schools where the pupil membership is all white, and the faculty is all white in 15 of these schools—4 schools in this group have 1 Negro teacher each. Jackson Junior High, a mixed school as a result of busing in of children from the Monteith, Carstens, and Keating schools, has 5 Negro teachers added to the faculty. There are only 10 Negro teachers assigned in the Northeast District. There is a total of 326 Negro pupils.

(b) *East District.*—Of the 12 schools with predominantly Negro pupil membership, 11 schools have mixed faculties and 1 school has a faculty predominantly white. No faculty of the 12 is all white. Of the 12 schools where pupil membership is mixed, 6 schools have faculties which are mixed, while 6 schools have faculties which are predominantly white; no faculty in this group is all white. The two schools in the East District where the pupil membership is all white, the Ives and the Guyton, have faculties which are all white. One school, the Carstens, has a pupil membership which is predominantly white and a faculty which is predominantly white.

(c) *South District.*—All schools, with the exception of Wilbur Wright and Cass Technical High Schools, have mixed staffs. Pupil membership, with the exception of the Lincoln School which is an all-Negro school, is mixed. There are a few schools where the pupil membership is predominantly Negro.

(d) *Southwest District.*—The north section of this district has a cluster of 13 schools where the pupil membership is mixed; 9 of these schools have mixed faculties, while 4 schools have faculties which are predominantly white. There is a cluster of 4 schools in the south part of the Southwest District where the pupil membership is predominantly Negro or all Negro, and these schools also have mixed faculties.

Two schools in the middle of the district have predominantly white pupil memberships and

KEY TO NUMBERS ON MAP

Racial Count of Pupils and Teachers in the Detroit Public Schools—February 1961

NORTHWEST DISTRICT

Elementary

1 Bow
2 Burgess
3 Burns
4 Burt
5 Cadillac
6 Cerveny
7 Coffey
8 Cooke
9 Crary
10 Dossin
11 Dow
12 DuBois
13 Edison
14 Emerson
15 Fox
16 Gompers
17 Guest
18 Harding
19 Healy
20 Holcomb
21 Houghten, T.
22 Hubert
23 King
24 Larned
25 Lodge
26 McKenny
27 Mettetal
28 Newton
29 Pitcher
30 Shurly
31 Stratford
32 Vetal
33 Winship
34 Yost

Junior High

35 Burt
36 Cadillac
37 Cerveny
38 Coffey
39 Cooke
40 Dow
41 Emerson
42 Harding
43 Hubert
44 Mettetal
45 Winship

Senior High

46 Cooley
47 Ford
48 Redford

Special

(None)

CENTER DISTRICT

Elementary

1 Alger
2 Angell
3 Brady
4 Breitmeyer
5 Columbian
6 Crosman
7 Doty
8 Dwyer
9 *Ellis
10 Estabrook
11 Fairbanks
12 Goldberg
13 Jamieson
14 Longfellow
15 MacCulloch
16 Marr
17 Maybee
18 McGraw
19 McKerrow
20 *Moore
21 Newberry
22 Palmer
23 Pattengill
24 Roosevelt
25 Sampson
26 Sill
27 Thirkell
28 Wingert
29 Winterhalter

Junior High

30 Condon
31 Durfee
32 Hutchins
33 McMichael
34 Sherrard

Senior High

35 Central
36 Northern (Has Vocational Unit)
37 Northwestern

Special

9 Ellis
38 Detroit Day School for Deaf (West)
20 Moore
39 Herman Keifer Hospital
Northville Sanatorium (not shown)

SOUTHEAST DISTRICT

Elementary

1 Barstow
2 Bishop
3 Brownson
4 Bunche
5 Campau
6 Campbell
7 Cooper
8 Duffield
9 Ferry
10 *Garfield
11 George
12 Harris
13 *Holmes, A. L.
14 Lynch
15 Norvell
16 Parke
17 Rose
18 Russell
19 San Francesco
20 Stephens
21 Thomas
22 Trombly
23 Williams
24 Chrysler

Junior High

25 Burroughs
26 Garfield
27 Greusel
28 Miller

Senior High

29 Apprentice Training
30 Northeastern (Has Vocational Unit)
31 Trombly Trade

Special

32 Detroit Day School for Deaf (East)
10 Garfield
13 Holmes, A. L.
33 Leland

NORTH DISTRICT

Elementary

1 Atkinson
2 Bagley
3 Clinton
4 Courville
5 Custer
6 Davison
7 *Fitzgerald
8 Grayling
9 Greenfield Park
10 Greenfield Union
11 Hally
12 Hampton
13 Higginbotham
14 MacDowell
15 Marshall
16 Mason
17 Pasteur
18 Pierce
19 Schulze
20 Vandenberg
21 Van Zile
22 Vernor
23 Washington
24 *White

Junior High

25 Cleveland
26 Nolan
27 Post

Senior High

28 Mumford
29 Pershing
30 Washington Trade

Special

31 Birdhurst
7 Fitzgerald
32 Jacoby
24 White

SOUTHWEST DISTRICT

Elementary

1 Amos
2 Beard
3 Bennett
4 Boynton
5 Cary
6 Clippert
7 Fisher
8 Gillies
9 Hanneman
10 Harms
11 Higgins
12 Holmes, O. W.
13 Hunter
14 Jeffries
15 *Logan
16 Mark Twain
17 Maybury
18 McKinstry
19 McMillan
20 Morley
21 Priest
22 Preston
23 Riverside
24 Sherrill
25 Webster

Junior High

26 Neinas
27 Wilson

Senior High

28 Chadsey (Has Vocational Unit)
29 Southwestern
30 Western

Special

15 Logan
31 Lyster

SOUTH DISTRICT

Elementary

1 Balch
2 Burton
3 Chaney
4 Couzens
5 Craft
6 Edmonson
7 Foster
8 Franklin
9 Hancock
10 Houghton, D.
11 Irving
12 Kennedy
13 Lincoln
14 Owen
15 Poe
16 Potter
17 Tilden
18 Trowbridge

Junior High

19 Jefferson

Senior High

20 Cass Apprentice
21 Cass Technical
22 Commerce
23 Farrand Trade
24 Wilbur Wright

Special

25 Youth Home School (not shown)

WEST DISTRICT

Elementary

1 Ann Arbor Trail
2 Barton
3 Carver
4 Coolidge
5 Dixon
6 Everett
7 Ford
8 Gardner
9 Herman
10 Kosciusko
11 Leslie
12 Mann
13 Marsh
14 McColl
15 McFarlane
16 McLean
17 Monnier
18 Noble
19 Parker
20 Parkman
21 Ruthruff
22 Turner
23 Weatherby

Junior High

24 Ann Arbor Trail
25 Dixon
26 Ruddiman
27 Tappan

Senior High

28 Cody
29 Mackenzie

Special

30 Oakman

NORTHEAST DISTRICT

Elementary

1 Arthur
2 Burbank
3 Carleton
4 Clark
5 Columbus
6 Finney
7 Goodale
8 Grant
9 Hamilton
10 Hanstein
11 Hosmer
12 Law
13 Macomb
14 Marquette
15 McGregor
16 Pulaski
17 Richard
18 Robinson
19 Stellwagen
20 Trix
21 Von Steuben
22 Wayne
23 Wilkins

Junior High

24 Burbank
25 Columbus
26 Finney
27 Goodale
28 Grant
29 Jackson
30 Richard
31 Von Steuben
32 Wayne

Senior High

33 Aero Mechanics
34 Denby
35 Osborn

Special

(None)

EAST DISTRICT

Elementary

1 Bellevue
2 Berry
3 Carstens
4 Chandler
5 Field
6 Guyton
7 Hillger
8 Howe
9 Hutchinson
10 Ives
11 Jones
12 Joyce
13 Keating
14 Lillibridge
15 Lingemann
16 Marcy
17 *Marxhausen
18 Monteith
19 Nichols
20 Pingree
21 St. Clair
22 Scripps
23 Van Dyke

Junior High

24 Barbour
25 Foch

Senior High

26 Eastern
27 Southeastern

Special

17 Marxhausen

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* School has special unit.

predominantly white faculties (Harms and Wilson), while 6 schools with predominantly white pupil memberships have mixed faculties (Amos, Beard, Bennett, Higgins, Maybury, and McKinstry); there being an average of 18.2 per cent of the faculties, in these predominantly white schools, which are Negro, representing 26 Negro teachers.

(e) *Center District.*—This district has the largest number of schools where the pupil membership is predominantly Negro (30 schools) and all of the faculties are mixed. It should be pointed out that in the Center District, the Winterhalter and McKerrow schools have mixed staffs; whereas just across the boundary line in the adjacent West District, there are 6 schools where the pupil membership is mixed but faculties are all white in 3 schools and predominantly white in the other 3.

(f) *West District.* — This district has 16 schools where the pupil membership is all white and the faculties are all white. There are 9 schools which have some Negro pupils in their membership, but the faculties have remained all white. There are only 3 schools in this district with Negro teachers on their faculties.

(g) *Southeast District.*—This district has 15 schools where the pupil membership is mixed; 2 schools in this group have mixed faculties. There are 15 schools in this district where the pupil membership is predominantly Negro or all Negro, and all of these faculties are mixed.

(h) *Northwest District.*—Almost all of the schools in this district are all white in terms of both pupil membership and faculties. The exception is the Guest School, which is a mixed school because of busing, with an all-white faculty. There are 198 Negro pupils distributed among 4 schools, but only 3 Negro teachers in the district.

(i) *North District.* — This district has 15 schools where the pupil membership is mixed; 5 schools in this group have faculties which are mixed, while 10 schools have faculties predominantly white. There are 7 schools in the district where the student membership is predominantly Negro and the faculties are mixed; there are 8 schools in the district where pupil membership is all white and the faculties are also all white.

Summary Statement

Be it noted that a predominantly Negro faculty (90 per cent or more Negro) would be unlikely to occur anywhere because only one teacher in five, city-wide, is Negro. Hence, provision of a *mixed staff* for a *predominantly Negro pupil membership* or of a *predominantly white faculty* for a *mixed pupil membership,* is entirely in line with the general pattern of roughly proportional placement. On the other hand, and for the same reason, placement of one Negro teacher in an all-white school, or provision of a mixed staff in a predominantly white school, constitutes a departure from the trend, since there are 75 all-white schools of which only 5 have Negro teachers and 31 predominantly white schools with only 7 of these schools having a mixed staff.

The overwhelming and incontrovertible inference to be drawn from these data is that placement of teachers by the Detroit Board of Education follows in general, and with some departures, a definite racial pattern, which is illustrated in the graphs showing percentages of Negro pupils and Negro teachers by districts. (See Appendix II-10.) Where the schools are *mixed,* Negro teachers are sent to these areas. Where the student membership is *all white,* Negro teachers are rarely sent.

A second fact which is very clearly established is that Negro teachers, while on a stated basis of assignment close to home, are actually assigned instead on the basis of the racial composition of the school. For example, in the Jackson Junior High School, which is in a predominantly white neighborhood, the student membership is mixed by busing from an overcrowded area, and 5 Negroes have been placed on the staff.

Data also show that Negro administrators are placed only where Negro children and Negro teachers are in the majority. There is but one exception to this —the placement of a special-education assistant principal in a school where there are some Negro children in attendance.

3. THE BOARD OF EDUCATION SHOULD INFORM ALL RECOGNIZED TEACHER-TRAINING INSTITUTIONS THAT THE DETROIT SCHOOL SYSTEM PERSONNEL PRACTICES ARE IN ACCORDANCE WITH THE MICHIGAN FAIR EMPLOYMENT PRACTICES ACT. FURTHERMORE, EVERY TEACHER-TRAINING INSTITUTION SHOULD KNOW THAT ALL GRADUATES MAY APPLY TO DETROIT WITH THE KNOWLEDGE THAT THERE WILL BE NO DISCRIMINATION BECAUSE OF RACE, RELIGION, OR NATIONAL ORIGIN.

4. THE ASSIGNMENT OF STUDENT TEACHERS, IN COOPERATION WITH THE COLLEGES AND UNIVERSITIES, SHOULD BE IN ACCORDANCE WITH THE DIRECTIVE POLICIES THE BOARD ADOPTS AND WITH PREVIOUS RECOMMENDATION 3 APPLYING TO THE PLACEMENT OF REGULAR FACULTY.

The committee recognizes that the assignment of student teachers is a cooperative effort with the colleges and universities and that the following factors must be considered:

a. The individual student's program — the time he has available.

b. The student's place of residence and the amount of time he has available for travel.

c. The number of critic rooms available throughout the city at the time of assignment.

d. The student's field of interest, *i.e.*, early elementary, later elementary, social studies, etc., and the availability of such assignments throughout the city.

Since a variety in practice teaching assignments is a prerequisite for all prospective teachers as preparation for teaching in an urban community, every effort should be made to see that the assignment is carried out, as far as possible, to meet these prerequisites without following a racial pattern of assignment.

5. THE DETROIT BOARD OF EDUCATION SHOULD TAKE CORRECTIVE MEASURES TO END THE RACIAL DISCRIMINATION WHICH EXISTS IN PLACEMENT OF PERSONNEL IN THE DETROIT PUBLIC SCHOOLS.

The data contained in the Board of Education report, "Personnel Changes by Buildings—By Districts—October 2, 1959 to June 24, 1960" indicate that there were approximately 750 personnel changes such as reclassifications, promotions, and transfers from one school to another school within the same job classification.

In view of the continuing distributional pattern previously described under Recommendation 2, more easily identifiable on a color basis, this great shift of personnel must have occurred within two distinct "racial" sub-systems: one Negro, one white, implicitly understood and maintained.

The probability is remote indeed that this considerable amount of personnel activity has resulted in the placement of only 5 Negroes in all-white schools (which is the case) purely as a chance result. It is not by accident that Negroes do not find themselves assigned or transferred to certain neighborhoods.

6. THE BOARD OF EDUCATION SHOULD MAKE AN ANNUAL RACIAL ANALYSIS OF PUPILS, TEACHERS, ADMINISTRATORS AND NON-CONTRACT PERSONNEL IN THE SAME MANNER MADE BY THIS COMMITTEE.

The committee believes that these counts will serve as a basis of comparison with the count made in February 1961. Such a comparison will determine progress or lack of progress by the Board in implementing its policy of providing equal educational opportunities.

II. TEACHER SUPPLY

7. THE DETROIT BOARD OF EDUCATION SHOULD CLARIFY AND PUBLICIZE ITS HIGH STANDARDS IN TEACHER SELECTION IN ORDER TO ENHANCE THE PRESTIGE OF THE DETROIT SCHOOL SYSTEM AND TO CONTINUE TO ATTRACT TOP-QUALITY TEACHERS.

Various testimony before the subcommittee indicates that some teachers who have not been hired by the Detroit Board of Education, despite the fact that they meet state certification standards, have claimed discrimination. The subcommittee believes that the Board of Education is within its rights in setting and evaluating standards, beyond the minimum requirement of the state certification, which the Board believes are necessary qualifications for Detroit public school teachers.

"Local employing authorities may properly establish additional requirements for employment which are not defined and prescribed in the rules and regulations governing certification."[8] Proper state certifi-

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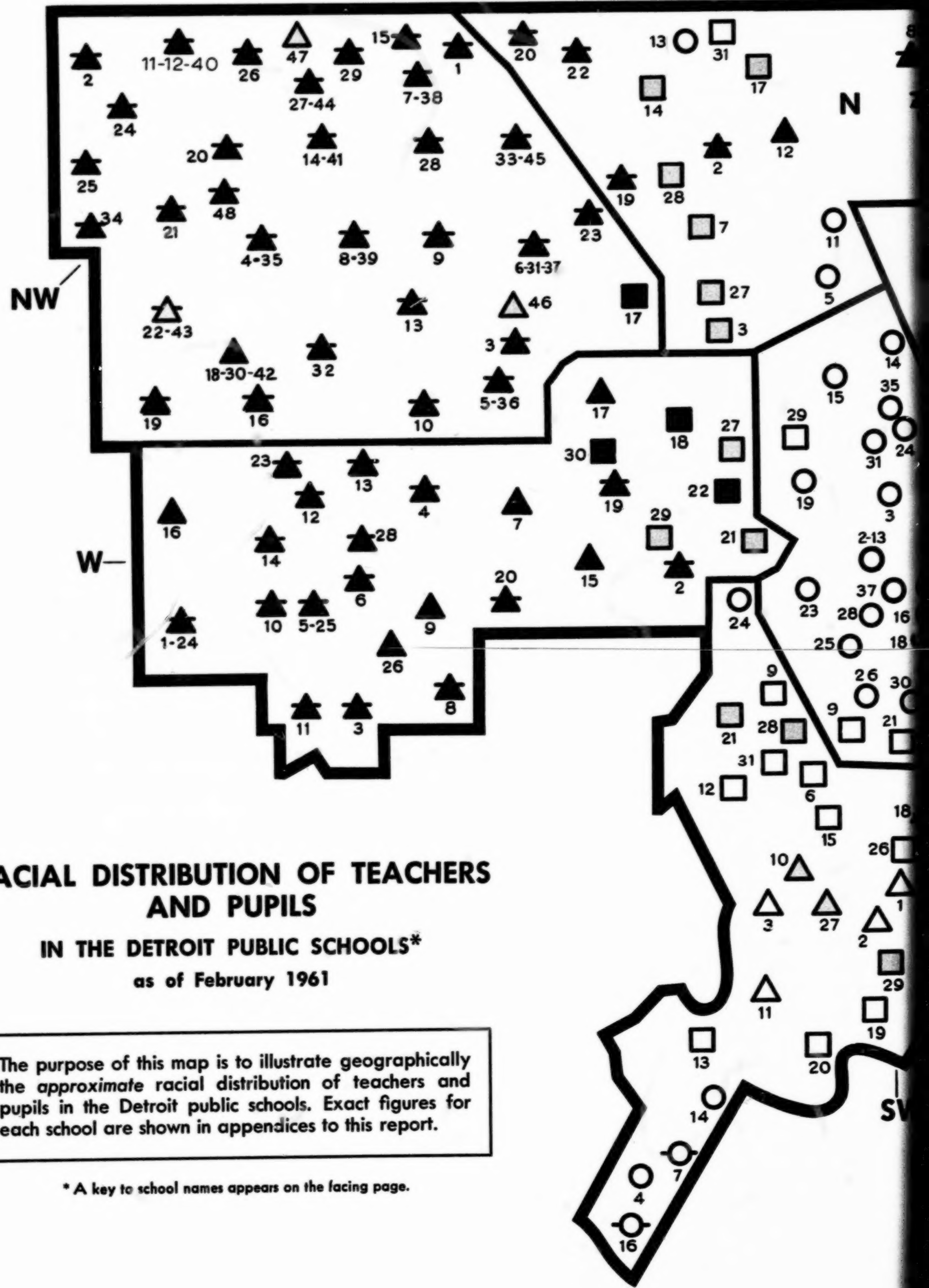
[8] *Teachers' Certification Code, Bulletin N. 601,* 1956, p. 13.


NW
W—
N
SW
2
11-12-40
26
47
29
15
1
27-44
7-38
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33-45
25
34
21
48
4-35
8-39
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6-31-37
22-43
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46
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18-30-42
32
5-36
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16
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16

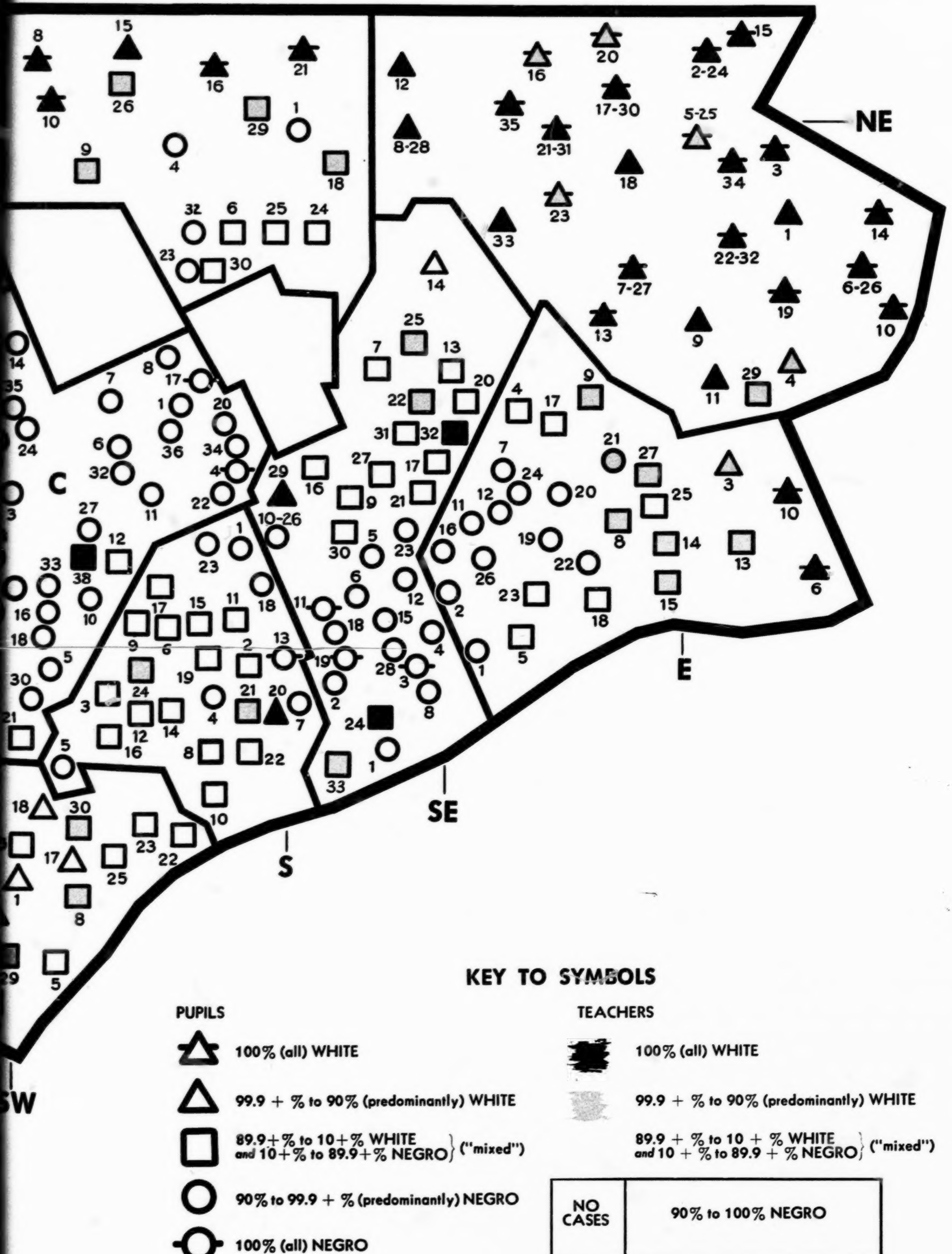
RACIAL DISTRIBUTION OF TEACHERS AND PUPILS

IN THE DETROIT PUBLIC SCHOOLS*

as of February 1961

The purpose of this map is to illustrate geographically the *approximate* racial distribution of teachers and pupils in the Detroit public schools. Exact figures for each school are shown in appendices to this report.

* A key to school names appears on the facing page.


NE
E
SE
S
SW
C
KEY TO SYMBOLS
PUPILS
100% (all) WHITE
99.9 + % to 90% (predominantly) WHITE
89.9+% to 10+% WHITE and 10+% to 89.9+% NEGRO ("mixed")
90% to 99.9 + % (predominantly) NEGRO
100% (all) NEGRO
TEACHERS
100% (all) WHITE
99.9 + % to 90% (predominantly) WHITE
89.9 + % to 10 + % WHITE and 10 + % to 89.9 + % NEGRO ("mixed")
NO CASES
90% to 100% NEGRO

cation is a minimum requirement in Detroit. The final decision regarding the acceptance of a person for a contract position is determined by (1) test scores, (2) recommendations, (3) college record, (4) judgment of the Selection Committee.

The Board of Education as an employer has the right to its own employment standards. The Michigan Fair Employment Practices Commission is concerned with seeing to it that the standards apply equally to all. The subcommittee found no apparent discriminatory practice in methods used to appraise and evaluate new teaching applicants, but the subcommittee recommends further study in this area.

8. THE BOARD OF EDUCATION SHOULD CLEARLY EXPLAIN THE REASONS FOR REJECTION TO APPLICANTS NOT HIRED, IF THE APPLICANT SO REQUESTS.

Some teacher applicants to the Detroit school system think that state certification makes it mandatory that they be accepted. The committee found that this is an area of deep feeling which has sometimes been misinterpreted as racial discrimination. It would, therefore, seem necessary to be more specific in informing rejected applicants as to their low scholastic average, insufficient subject background courses, lack of recent training, unsatisfactory substitute service, or unsatisfactory teaching service elsewhere.

The quality of education is determined by the ability of the teacher. Merit and fitness should be the sole basis for selection.

9. THE BASIC SALARY SCALE OF TEACHERS SHOULD BE SUFFICIENT TO ATTRACT AND RETAIN COMPETENT TEACHERS.

As of the 1960-61 school year, 14 school districts in the metropolitan area had starting salaries for teachers with the bachelor's degree at or above the starting salary of Detroit; 8 of these were *above* the level of Detroit. Fourteen school districts in the metropolitan area had starting salaries for teachers with the master's degree at or above the starting salary of Detroit; 10 of these were *above* the level of Detroit.

For the school year 1961-62, 4 school districts had starting salaries for teachers with the bachelor's degree at or above the starting salary level for Detroit; 2 were *above* the level of Detroit. However, 19 of the school districts now have a maximum salary at or above the level of Detroit's maximum for teachers holding the master's degree; 15 of these are *above* the maximum level of Detroit.

Salary is an important factor in attracting new teachers to any school system. It would therefore seem that, in order to compete with suburban areas, the salary schedule should be reviewed periodically and increases made in both starting and maximum salaries in order that Detroit will be in a competitive position to attract and retain the best qualified teachers.

10. THE BOARD SHOULD CONTINUE TO STUDY THE STRENGTHS AND WEAKNESSES OF THE SUBSTITUTE SERVICE PROGRAM TO DETERMINE SOUND AND REASONABLE MEASURES FOR IMPROVEMENT.

A proposal has been suggested for improving substitute service by increasing the attractiveness and incentives for substitutes for continuous service in all districts on an increment basis.

The subcommittee believes the Board could well consider this and other such proposals at the time it undertakes this study.

11. THE PERSONNEL DIVISION SHOULD BE COMMENDED FOR ITS STEPPED-UP PROGRAMS OF RECRUITMENT. THIS PRACTICE SHOULD BE EVALUATED AND ADDITIONAL CREATIVE MEASURES TAKEN TO STRENGTHEN RECRUITMENT.

Features of this plan include:

1. Recruitment teams visited many Michigan colleges, also colleges in Illinois, Indiana, Ohio, Minnesota, and Wisconsin.
2. More attractive and informative brochures such as "Teach in Detroit" have been developed.
3. A new handbook for Future Teachers Clubs has been developed, and the program of Future Teachers Clubs has been expanded from 12 clubs in 1957 to 105 clubs in 1961.
4. Contracts are now given at the time of interview to graduating students having an honor point average of approximately 2.5 or better, with a B or better in practice teaching.

12. The Board of Education should regularly include the use of Negroes as members of the recruiting team.

In keeping with the philosophy of the preceding recommendation, the subcommittee recommends that the Board expand the use of Negroes as members of recruiting teams.

13. All teacher-training institutions accredited by authorized agencies, including Negro colleges and universities, should be covered on the mailing list for announcements and application forms from the Detroit Public Schools.

At the present time there is an acute shortage of fully qualified teachers to fill all positions in the Detroit public schools. The purpose of this recommendation is to recognize that, among teacher-training institutions not previously covered by mailed announcements, including Negro colleges and universities, a new source of qualified teachers may be available to fill these vacancies. As of June 1961, 3.2 per cent of Detroit's contract employees had bachelor's degrees from colleges and universities in the states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. Some of the colleges and universities in these states are listed in the directory of the Southern Association of Colleges and Secondary Schools, and are therefore accredited institutions.

If such a recommendation is carried out by the Board of Education, the committee recommends that the present standards be maintained and that the Board's practice of constantly improving the quality of its instructional staff through recruitment and selection procedures be continued.

14. No accredited teacher-training institution within the recruiting range should be excluded by recruiting personnel, and the itineraries of the recruiting teams should be sent to colleges beyond the recruiting teams' range.

If this practice is followed, it is conceivable that some applicants could and would arrange to meet the interviewing team when and where it stops, and that among these institutions may be individuals who can meet the qualifications of the Detroit public school system.

III. DISTRIBUTION OF TEACHERS

15. The placement of Emergency Substitutes in Regular Positions and Probationary I and II teachers should be so planned that no particular school or area has a disproportionate number of either.

TABLE 5

PROBATIONARY Is, IIs, AND ESRPs—ELEMENTARY AND JUNIOR HIGH—1960

District	Number of Schools	Prob. I, II, & ESRPs	Per Cent of Teachers in District	Number of Teachers Elem. & Jr. High
C	42	385	28.3	1360
E	28	295	34.1	865
N	34	179	17.4	1024
NE	34	104	13.4	777
NW	47	156	14.9	1041
S	26	152	23.0	661
SE	35	326	37.6	865
SW	33	196	27.9	702
W	21	150	19.5	769
Total	300	1943* 215 Aver.	—	8064

*1,943 = 24.0% of total staff of 8064 elementary and junior high staff.

An analysis of school data reports on Emergency Substitutes in Regular Position (ESRPs) and Probationary Is and IIs indicates that a larger number of teachers in these categories (see Appendix II-9) are currently assigned to 3 districts—the Center, Southeast, and East districts; while one of the remaining 6 districts—the Northeast—has comparatively few teachers of this type.

While some of the ESRPs are excellent teachers, and while many of the Probationary Is and IIs may develop into excellent teachers with additional experience, the stability and quality of staff are generally judged by the number of regularly assigned contract teachers. The number of ESRPs on a city-wide level has been decreased. However, three districts—the Center, Southeast, and East—are still disadvantaged by the number of ESRPs on their staffs.

16. SENIORITY RIGHTS SHOULD BE BASICALLY THE RIGHT TO HAVE JOB PROTECTION IN THE SYSTEM, AND SENIORITY SHOULD NOT BECOME AN OBSTACLE IN PRACTICE TO THE ACCOMPLISHMENT OF BALANCED STAFF ASSIGNMENTS IN THE INDIVIDUAL SCHOOLS.

The subcommittee has learned that seniority practices within a particular school cause many city-wide inequities. While the subcommittee recognizes the validity and importance of respecting seniority within a school, nevertheless, this must at all times be kept in balance with the total needs of all schools in all districts in Detroit.

There is an inequality in the ratio of experienced to inexperienced teachers in many schools. While the committee recognizes the problems of placement and transfer of teachers, an equitable staffing of all schools in all districts is of major importance.

While "seniority" is interpreted by some to mean the right to hold a teaching position in a particular school, the subcommittee holds that "seniority" must mean instead the right of a veteran teacher to hold a job *within the Detroit school system — wherever* the Board of Education feels the services of an individual are *most* needed.

The subcommittee has evidence that in the school years 1950-60, there were considerably more requests for transfer into Detroit's Northwest District than into any other district.[9] While it is recognized that the largest number of Detroit public-school teachers may reside in the Northwest District, it appears that some teachers prefer, not only to teach near their homes, but to teach in upper socio-economic areas.

17. WHEN TEACHERS OR ADMINISTRATORS TAKE EXTENDED LEAVES OF ABSENCE FOR A SEMESTER OR LONGER, EXCEPT FOR SABBATICAL LEAVES, THEY SHOULD BE SUBJECT TO REASSIGNMENT IN ACCORDANCE WITH RECOMMENDATION 16.

The purpose of this recommendation is to assist the Board of Education in effecting a balanced distribution of experienced teachers throughout the school system. The present regulations governing "Leave for Prolonged Periods" as defined on page G-30 of the *Teachers Bulletin No. 2* states, "In general, his position will be held for him at least one year pending his return."

18. THE POLICY OF MOVEMENT OF EXPERIENCED TEACHERS AS STATED IN THE TEACHERS BULLETIN NO. 2, 1958-59, P. G-6, SECTION B, SHOULD BE MORE CLEARLY DEFINED AT THE TIME OF RECRUITMENT, AND LATER ADMINISTERED TO INSURE THE FAIR DISTRIBUTION OF EXPERIENCED TEACHERS THROUGHOUT THE CITY.

The *Teachers Bulletin No. 2* states on page G-6, section b: "After a period of two or three years, a teacher may receive an assignment in a different school where experienced help is needed. This assignment may continue for 2-5 years, depending upon the desire of the teacher to stay, the opportunities which develop in line with the teacher's desires for other experiences, success in the situation, and the needs of the total school system."

It is suggested that this policy should be administered and enforced fairly for all. At the time of recruitment, some teachers have said that they were informed that they might be asked to move after two or three years, while others have stated that this was not clearly explained to them. As a result, some experienced teachers have refused to move to situations where their services were most needed—the attitude being, "Why should I move, if others are allowed to refuse?"

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[9] See Table 7, Personnel Subcommittee Appendix I.

19. TEACHING SERVICE, COUNSELING SERVICE, CLERICAL SERVICE, AND CURRICULUM OPPORTUNITIES SHOULD BE EQUALIZED FOR SEVENTH AND EIGHTH GRADERS WHEREVER THEY MAY BE HOUSED.

Presently seventh and eighth graders are contained in three different organizations: (1) Kindergarten-8A, (2) Kindergarten-9A, or in (3) Junior High Schools housing grades 7B-9A. There is a disparity in services provided children housed in the Kindergarten-8A plan. These children have no counseling service and fewer curriculum opportunities. More teaching service and clerical service should be provided in this type of organization.

IV. PERSONNEL PROBLEMS RELATED TO MULTI-PROBLEM AREAS

20. ASSIGNMENT OF CLERICAL HELP SHOULD BE ON THE BASIS OF NEED RATHER THAN SOLELY ON THE PRESENT BASIS OF SCHOOL ENROLLMENT. ADDITIONAL CLERICAL HELP SHOULD BE PROVIDED IN ANY SCHOOL AT THE REQUEST OF A DISTRICT ADMINISTRATOR.

The committee has observed that assistant principals in many schools spend a disproportionate amount of time in clerical tasks, such as counting money, selling savings stamps, etc., instead of on their real tasks of supervision and administration.

Clerical and other responsibilities in certain schools place unusual demands upon the school clerk. Wherever transiency rates are high, when requests for Attendance Department service are significantly above average, or when other unique conditions obtain, the addition of clerical help should be considered by the district administrators, and they should be given authority to provide this help. High schools currently employ Business Education pupils to provide assistance to the clerks. This help is not available to elementary schools.

Schools in multi-problem or transient areas need more clerical service than other schools. At all levels, better utilization of the school staff could be possible with additional qualified clerical staff.

21. THE BOARD OF EDUCATION SHOULD ENCOURAGE TEACHING AND/OR ADMINISTRATIVE EXPERIENCE IN VARIOUS SOCIO-ECONOMIC AREAS IN ORDER TO DEVELOP A VERSATILE STAFF, ABLE TO SERVE MORE EFFECTIVELY ANYWHERE IN THE CITY OF DETROIT; AND THIS EXPERIENCE FACTOR SHOULD BE WEIGHED IN DETERMINING PROMOTIONS.

22. THE BOARD OF EDUCATION SHOULD TAKE DEFINITE STEPS TO ASSURE THAT DAILY SUBSTITUTE SERVICE FOR ABSENT TEACHERS IS IN ACCORDANCE WITH NEEDS.

Some districts still report lack of substitute service for absent teachers. As long as the present substitute shortage exists, there will be a need for the Personnel Division to make proportional and equitable assignments of those substitutes available to all districts.

23. RESOURCE-TEACHER SERVICE SHOULD BE ASSIGNED FIRST TO SCHOOLS WHERE THERE HAS BEEN DIFFICULTY IN ASSIGNING SUBSTITUTES.

A resource teacher is a qualified contract teacher who serves one or more schools on a substitute basis and, in addition, is able to make a real contribution in carrying on the work of an absent teacher because of his qualifications and intimate knowledge of the schools he serves. At the present time there is a budget allocation for 125 resource teachers at the elementary, junior high, and senior high school levels. Unfortunately, because of the general teacher shortage, it has not been possible to fill all these positions.

As of April 1961, resource teachers are still assigned to schools in the Northeast, North, and Northwest districts. Because substitute teachers live in these areas, particularly the Northwest, it is a minor problem to find substitutes for these areas. Resource teachers should be assigned first to schools where substitute calls are especially difficult to fill.

24. ADDITIONAL COMPETENT AND EXPERIENCED TEACHERS SHOULD BE ASSIGNED TO TEACH IN LOW SOCIO-ECONOMIC NEIGHBORHOODS. ADMINISTRATION SHOULD MAKE IT A SPECIAL POLICY TO ASSIGN COMPETENT AND EXPERIENCED TEACHERS TO MULTI-PROBLEM AREAS.[10]

There is a shortage of more experienced, highly skilled teachers—particularly in the Center, East, and Southeast Districts.

25. THE BOARD OF EDUCATION SHOULD REQUEST RECOGNITION OF THE SPECIAL NEEDS OF STUDENTS IN URBAN AREAS BY THE ALLOCATION OF FUNDS TO LOCAL SCHOOL DISTRICTS, IN ORDER TO HELP FINANCIALLY IN PROVIDING THE ADDITIONAL KIND OF EDUCATIONAL PROGRAM NEEDED BY THESE CHILDREN.

The concept of substantial state assistance to school districts in bearing the additional burdens of increased educational cost for the physically and mentally handicapped is clearly established by principle and by law.

During the past 20 years urban areas, in particular, have experienced great in-migrations of families, primarily from the South, where educational and cultural opportunities were frequently limited. As a result, most urban areas such as Detroit now must face the problem of financing new educational opportunities for thousands of culturally deprived youth.

An experimental program for the education of the culturally deprived or culturally different student is now undergoing careful study in 7 schools in Detroit involved in the Great Cities study program financed on a joint basis by the Ford Foundation and the Board of Education. Through this study it is already recognized that, with additional teaching staff, remedial teachers, community coordinators, and somewhat smaller classes, progress can be made in helping these students overcome their cultural deficiencies.

V. SPECIAL EDUCATION

26. A STUDY SHOULD BE MADE OF ALL FACTORS IN ORDER TO RECRUIT SPECIAL-EDUCATION TEACHERS IN ALL AREAS WHERE THERE IS A SHORTAGE OF TRAINED PERSONNEL.

Some areas of special education suffer from lack of adequately trained personnel. There seems to be no problem in the staffing of schools for the crippled children. There is, however, a need for more special-education teachers of the deaf, ungraded, and mentally retarded.

In order to recruit new teachers and experienced teachers from other fields, neither the $125 higher differential for the teachers of the mentally retarded nor the $225 higher differential for the teachers of the socially maladjusted or ungraded has been effective in the recruitment of new people to the Special Education Department. One contributing reason is the fact that state certification laws for special-education teachers require substantial additional college training in the field of special education.

27. CLASSES FOR THE MENTALLY RETARDED[11] AND UNGRADED[12] SHOULD NOT EXCEED A CLASS MEMBERSHIP OF FIFTEEN.

While a high differential in financial remuneration may be helpful in recruiting special education teachers, the establishment of smaller classes is of equal importance, not only to hire, but to retain competent teachers.

The state has established a class size of 15 pupils for physically handicapped and mentally retarded pupils, and Detroit complies with this requirement for the physically handicapped. The state has no jurisdiction over class size for ungraded pupils, but it is generally considered that a class size of 15 pupils should be the maximum allowable. Many Detroit classes for the mentally retarded and ungraded exceed this number.

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[10] *Multi-problem area.*—A community area with a greater relative concentration of social problems and undesirable living or environmental conditions, such as poor housing and overcrowding.

[11] *Mentally Retarded.*—Pupils who, on the basis of psychological test findings and other information, are judged as being mentally handicapped and requiring special education programs.

[12] *Ungraded.*—Special education programs for socially and emotionally maladjusted boys.

The following table shows the number of classes for mentally retarded and ungraded with enrollment over 15 pupils in the Detroit public schools as of June 1961:

TABLE 6

CLASSES WITH ENROLLMENT OVER 15 PUPILS —JUNE 1961

No. of Classes	Type	Total with Enrollment over 15 Pupils
79	Special A	65
76	Junior Special B	76
29	Special B Girls	22
59	Special B Boys	48
27	Special Preparatory	27
3	Special Preparatory, Trade	3
25	Junior Ungraded	11
40	Senior Ungraded	0
338	TOTALS	252

It should be noted that there was a total of 338 classes with 252 having enrollments of 16 pupils or more. This means that approximately 75 per cent of all the classes had enrollments above the optimum number of 15. The data show that a large number of these classes with enrollments above 15 pupils occurred among the mentally retarded and junior ungraded.

Out of 189 school districts maintaining classes for retarded children in the state of Michigan, only 44 districts reported classes with 16 or more pupils. This means that 24 per cent of the classes throughout the state were oversized compared with 75 per cent of classes oversized for the city of Detroit.

No financial remuneration is received from the state for any child placed in a special education class for the physically handicapped or mentally retarded where class size is above 15. It would, therefore, appear that the economic consideration and sound educational reasons justify an adjustment in class size for mentally retarded pupils as soon as possible.

28. RECOGNIZING THE NUMBER OF CHILDREN WHOSE SCHOOL OPPORTUNITY AND PROGRESS HAVE BEEN DISTORTED BY MENTAL OR DEEP SOCIAL MALADJUSTMENTS, AND THE NEED OF MANY OF THESE PUPILS FOR INTENSIVE STUDY AND HELP OVER A CONSIDERABLE PERIOD OF TIME, THE COMMITTEE RECOMMENDS THAT THE STAFF OF VISITING TEACHERS[13] SHOULD BE INCREASED SO THAT THERE IS AT LEAST ONE VISITING TEACHER FOR EACH 2,500 PUPILS; AND IN SCHOOLS WHERE REFERRALS ARE MORE SERIOUS OR MORE NUMEROUS, VISITING TEACHER SERVICES SHOULD BE AUGMENTED TO MEET THE NEED.

The state of Michigan recommends that there should be one visiting teacher for each 2,500 pupils and subsidizes the salaries of visiting teachers in local school districts on this basis. Detroit public schools have one visiting teacher for 5,116 pupils. Considerable home and family contact should be maintained by the visiting teachers. It is felt that they can better provide this service and make a contribution to school improvement, if they are provided with adequate staff personnel and given status and professional recognition by school principals. In addition, it has been pointed out to the committee that visiting teachers need a suitable room in which to carry on private interviews, access to a telephone in the school, additional clerical assistance, and dictaphone equipment to assist them in the preparation of their reports.

29. GIFTED, TALENTED, AND CREATIVE CHILDREN SHOULD BE PROVIDED OPPORTUNITIES DURING THE REGULAR SCHOOL DAY TO BE CHALLENGED TO THEIR FULLEST CAPACITY.

Teachers may need special help in discovering, recognizing, and developing these special abilities within the classroom.

The committee is aware of the establishment of many Special Ability Classes after school at the local school level. It is believed that, with a better understanding of individual differences, more opportunities for enrichment and growth for these children could be provided within the classroom by classroom teachers. The possibility of obtaining additional foundation money should be explored to do additional research in the education of the gifted child.

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[13] *Visiting Teacher.*—The Visiting Teacher helps children from kindergarten to 12th grade whose social or emotional problems interfere with their success in school. She is equipped for this work by special training in the field of Education, Mental Hygiene and Social Work. This help is different from, and in addition to, that given children by the classroom teachers and other school personnel.

VI. GENERAL MATTERS

30. The Board and the Superintendent should be commended for the establishment of a Teacher Selection Reviewing Committee, and this practice should be continued.

The five members who serve on this committee give consideration to applicants who feel that the usual procedures have not given them adequate opportunity to show their competence as prospective Detroit teachers. From October 1958 to March 1961, a total of 239 records were reviewed. Of 73 candidates interviewed, 35 were recommended for appointment to the school system.

Any unsuccessful applicant who feels that he has been treated unfairly for any reason, including religious or racial discrimination, is given the opportunity to appeal to the Teacher Selection Reviewing Committee.

31. A research specialist should be added to the Personnel Division staff.

There is a constant need to do research in improving present testing and evaluation procedures in the selection and promotion of contract and non-contract personnel. Continuous appraisal and evaluation of testing procedures by a full-time professionally qualified expert could improve present-day techniques in hiring and promotion procedures.

32. The Board of Education should request evaluations of the results of these recommendations in recruitment, hiring, placement, and promotion procedures involving contract and non-contract personnel; outside qualified consultants should be engaged to conduct such studies, and the results should be made public.

Such a plan might give the Board assurance that present practices and methods are up to date and efficiently and fairly administered, or, if changes are indicated, such an evaluation by competent consultants could assist the Board in effecting needed improvements.

33. The Personnel Division should be commended for improvements in the method of handling substitute calls, and the present practice should be continued.

Many improvements have been made in the substitute office procedure. Mechanical recorders make a record of calls from schools requesting substitute service. Through additional staff, some calls are now made to the substitutes the day before their service is desired. This makes it possible for many substitutes to report to school at the same time as the regularly assigned teachers.

34. The Personnel Division should be commended for establishing better communication with the total school staff, and this practice should be continued and augmented.

The subcommittee believes that clearer understanding and better communication with the staff are obtained when policies and practices are set forth in writing. Publications such as *Teacher Bulletin No. 2, Administrative Handbook, Guide for the Substitute Teacher,* and *A Handbook for Sponsors of Future Teachers' Clubs* are instances where this practice has been implemented.

35. The use of subject-matter and specialist supervisors to assist the Personnel Division and the interview committee should be continued, but their services should be limited to the selection of teachers.

With so many factors, such as number of Emergency Substitutes and Probationary Is and IIs, that need to be brought into better balance, the subcommittee believes that teacher placement should be solely the responsibility of the Personnel Division.

36. THE WHOLE MATTER OF ASSIGNMENT OF PRINCIPALS AND TEACHERS TO SUMMER-SCHOOL POSITIONS SHOULD BE THE RESPONSIBILITY OF THE PERSONNEL DIVISION.

At the present time, teachers are hired to fill summer-school positions by the Evening and Summer Schools Department, in many cases on the recommendation of the summer-school principal. It has been pointed out to the committee that teachers are frequently recommended for summer-school positions because of the following reasons:

a. They are regularly assigned teachers in the school which happens to have a summer school.

b. They are known to the summer-school principal who requests their assignment to his school.

c. They have taught at a particular summer school for many years.

d. The school at which they teach during the regular term happens to send 30 or more pupils to summer school—such a practice could result in individual teachers engaging in recruiting drives in their schools to send sufficient numbers of children to summer school in order that they may then be hired as teachers.

In addition, it should be pointed out that opportunities to teach summer school are much greater for the teachers and principals employed in a higher economic area than they are in a lower economic area—the reason being that many children in lower economic areas cannot afford to attend summer school, and hence, fewer jobs in these areas are available.

37. AN INCREASE IN SUPERVISORY STAFF IS NECESSARY IF THE DIVISION FOR THE IMPROVEMENT OF INSTRUCTION IS TO GIVE NECESSARY TIME AND ASSISTANCE AT THE LOCAL SCHOOL LEVEL.

At present the Division for the Improvement of Instruction must provide specialists for the entire city. Many reports to the committee stated that assistance from this division is limited in terms of time and personnel available. Specialized help is not available at all for self-contained primary classes. Some dissatisfaction was expressed with too-frequent district changes of language-arts supervisors. More service is needed in multi-problem areas from all departments. Educational opportunities in the various areas of the curriculum are affected by lack of sufficient supervisory personnel.

38. SUFFICIENT RECOGNITION SHOULD BE GIVEN FOR EXTENSIVE COMMUNITY SERVICE AT THE LOCAL SCHOOL LEVEL IN CONSIDERING CANDIDATES FOR ADMINISTRATIVE POSITIONS.

The purpose of this recommendation is to encourage wider teaching participation in community service at the local school level and to make this an important factor in promotions.

39. THE HEALTH AND PHYSICAL EDUCATION STAFF OF THE DETROIT PUBLIC SCHOOLS SHOULD CONCENTRATE ON THE HEALTH AND PHYSICAL NEEDS OF ALL OF THE STUDENT MEMBERSHIP.

Expanded activities in state competition (recently sanctioned by the Board of Education) are likely to reduce the amount of time the staff has for the majority of students. Therefore, additional assistance in staff and facilities should be provided, a provision necessary to offer all of the children a good health education program.

40A. THE PRESENT ORIENTATION PROGRAMS AND WORKSHOPS FOR NEW TEACHERS AND NEWLY APPOINTED ASSISTANT PRINCIPALS SHOULD BE CONTINUED.

Participation in orientation workshops for new teachers and new assistant principals is a requirement. The committee feels that this is a desirable practice.

40B. THE MANY EXCELLENT WORKSHOPS FOR TEACHERS AND ADMINISTRATORS SHOULD BE CONTINUED AND EXPANDED.

The Board of Education should be commended for the development of this program. In these workshops, courses of study were reviewed, new guides were developed for the curriculum, and many areas of instruction and organization have been studied and evaluated. One workshop developed a book entitled *Labor-Management Dynamics* for use in the Detroit Public Schools. The Library Guide that was developed in a workshop is unique in the United States. Few, if any, large cities have developed such a curriculum guide for elementary schools. A new guide was recently developed at a Human Relations Workshop.

The following is a table showing the numbers of workshops held during the years 1958, 1959, 1960.

TABLE 7

WORKSHOPS HELD DURING THE YEARS 1958, 1959, 1960

SCHOOL YEAR	NO. OF WORKSHOPS	PARTICIPANTS	SCHOOL YEAR	NO. OF WORKSHOPS	PARTICIPANTS
Summer 1958	3	51	School year 1959-60	46	1036
School Year 1958-59	23	559	Summer 1960	38	737
Summer 1959	35	562	School year 1960-61	68	1704

40C. MORE WORKSHOPS IN THE AREA OF HUMAN RELATIONS SPECIALLY DESIGNED FOR PRINCIPALS ARE NEEDED ON A CITY-WIDE OR DISTRICT LEVEL.

Because the principal has an important leadership role with considerable influence in school-community relations, it is most important that principals be given the necessary help in the area of furthering good human relations. The Board should continue the practice of inviting community and parent leaders to those workshops designed to improve human relations.

41. EARLY IN SEPTEMBER LOCAL SCHOOL STAFFS SHOULD COOPERATIVELY PLAN AND STUDY MAJOR WORK AREAS AND PROBLEMS AT THE LOCAL SCHOOL LEVEL.

The principal of each school should be responsible for setting up plans prior to September for such an orientation program. This orientation program could include a review of scholastic achievement, a study of community resources, and an evaluation of the particular needs as a result of this study and other problems. Also, joint plans by administration and teachers for the coming year should be made. The Board of Education should explore the feasibility of starting classes several days after Labor Day and allowing this time to be used by the local staffs for their study purposes.

42A. EVALUATION OF EDUCATIONAL PROGRESS SHOULD BE AN ONGOING ACTIVITY IN EVERY SCHOOL. IN THOSE SCHOOLS WHERE THE RESULTS OF OBJECTIVE APPRAISAL DEVICES ARE OUT OF LINE WITH SYSTEM GOALS, THE PRINCIPALS AND THE DISTRICT ADMINISTRATORS SHOULD TAKE MEASURES TO IMPROVE EDUCATIONAL RESULTS. WHERE RESULTS ARE NOT OPTIMUM,[14] THE PRINCIPAL AND STAFF SHOULD BE ASKED TO ANALYZE THE REASONS, PROPOSE A PROGRAM FOR IMPROVEMENT, AND REQUEST THE RESOURCES NECESSARY TO ACHIEVE THE GOALS SET. THE BOARD OF EDUCATION SHOULD PROVIDE THE RESOURCES NECESSARY TO FURTHER THE EQUALIZATION OF EDUCATION AND THE SUPERINTENDENT AND THE DISTRICT ADMINISTRATORS SHOULD TAKE ALL STEPS NECESSARY TO PROMOTE THE EDUCATIONAL PROGRESS IN EVERY SCHOOL.

42B. WHERE TOTAL SCHOOL ACHIEVEMENT IS AVERAGE, ABOVE AVERAGE, OR SUPERIOR, THEY, TOO, SHOULD BE ANALYZED AND APPRAISED TO HELP DETERMINE WHETHER OR NOT SCHOOL ACHIEVEMENT IS CORRELATED TO THE EDUCABLE POTENTIAL OF THE STUDENTS.

The committee has had brought to its attention, through letters and confidential testimony from various community groups, that there is a feeling of apathy in some school areas toward Negroes, migrant whites, and other children from low economic families. This is indicated by statements that these children do not seem to have educable potential. Therefore, it is thought the best that can be done is to provide an acceptable housekeeping operation in these schools.

Most teachers and principals are conscientious and dedicated to their tasks. Part of the difficulty is resident in those teachers or principals who have a preconceived idea about a student's potential because he resides in a low economic[15] area. Where school administrators on the local level are dedicated, ingenious, and conscientious, progress has been made. Where school principals and staffs are working diligently in areas of broken homes, meager resources, and high delinquency, substantial educational results have been achieved. A procedure of testing and close teacher appraisal indicates that many children in these groups are potential college candidates.

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[14] *Optimum educational goals.*—A number of national groups have delineated the objectives of education. The statement of goals made by the Educational Policies Commission of the National Education Association and the American Association of School Administrators is probably the most powerful and most widely accepted. In 1938 the commission identified the goals of education basically as *self realization, human relationships, economic efficiency,* and *civic responsibility.* In 1961 this committee issued a new document which reaffirmed the four purposes mentioned above and added a fifth, namely *the development of a rational thinking human being.*

On page 56 of the present report, in the introduction to the section on Organization and Administration, is outlined a local definition of the goals for *equal* educational opportunity.

[15] *Low socio-economic area.*—A community area with a greater relative concentration of persons with low incomes, limited occupational skills and educational achievement.

Furthermore, in some schools where ability potential is high, these children, too, are not being sufficiently challenged.

43. THE BOARD OF EDUCATION SHOULD INCLUDE IN THE HUMAN RELATIONS PROGRAM OBJECTIVES FOR THE IMPROVEMENT OF TEACHER-ADMINISTRATOR RELATIONSHIPS TO INSPIRE COOPERATION, INITIATIVE, AND LEADERSHIP WHICH ARE SO VITAL TO ACHIEVE EDUCATIONAL PROGRESS.

The committee has been concerned about the apparent feeling of restriction of expression by school personnel, especially at the teacher level. Committee members have held numerous conversations with teachers who have expressed themselves on school matters, but always concluded with the statement that their names could not be used. While the committee does not think this is a general condition, nor does it believe that most principals want to create this kind of school climate, we found enough teachers who feel this way to arouse our concern.

The success of most administrators depends on their ability to organize, deputize, and supervise. Every principal should be a leader and inspire members of his staff to assume leadership roles. He should encourage freedom of discussion at meetings and offer opportunities for staff members to share in decisions that are important for the school.

Principals who promote this kind of climate and maintain it should be recognized and evaluated in relation to the over-all improvement of educational results.

CONCLUDING STATEMENT

We are convinced that significant changes have been accomplished by this administration and that the situation has improved in recent years, but there remain gross differentials of which we are sure the school staff is aware. We trust that the Board of Education will take action forthwith on the recommendations of this Committee, thereby eliminating these differentials.

The fact that this Citizens Advisory Committee was appointed by the Board of Education and approved by the Superintendent attests that the Board and the administrative staff are willing to make a factual determination and assessment of the problems with which the system is confronted. Further, they have also given leadership to the formulation of policies which seek to eliminate these problems. The Board and the Superintendent have recognized their responsibility for seeking public understanding and support for positions which are morally, legally, and educationally sound. They deserve and should have the complete support of the total Detroit community in achieving an educationally sound, efficiently operated school system dedicated to the highest American ideals of freedom, justice, equality, and individual dignity for all.

PERSONNEL — RECOMMENDATIONS

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PERSONNEL

Appendices

Appendix I

GENERAL MATTERS

1. COMPARATIVE SIZES OF DISTRICTS IN THE DETROIT PUBLIC SCHOOLS—1961

DISTRICT	PER CENT OF PUPILS IN DISTRICT	NUMBER OF PUPILS
C	17.1	49,247
E	10.9	31,328
N	12.7	36,493
NE	8.9	25,511
NW	12.7	36,563
S	8.2	23,403
SE	9.9	28,414
SW	9.7	27,809
W	9.9	28,634
Total	100.0	287,452

It would seem that the data speak for themselves. The Center District has approximately 70 per cent more pupils than the Southeast, Southwest, or West Districts; approximately 30 per cent more pupils than the North or Northwest Districts; and 100 per cent more children than the Northeast or South Districts.

2. SIZES OF ELEMENTARY SCHOOLS—1961

District	Average Size of School	Size 500-800		Size 900-1500		Size 1600—Up		Total Schools Elem. and Junior High
		Number	Per Cent†	Number	Per Cent†	Number	Per Cent†	
C	1212	10	36%	10	36%	8	28%	28
E	959	10	44%	12	52%	1	4%	23
N	1023	7	29%	14	58%	3	13%	24
NE*	796	11	48%	12	52%	—	—	23
NW*	927	12	38%	18	56%	2	6%	32
S	845	10	55%	8	45%	—	—	18
SE	801	17	71%	5	21%	2	8%	24
SW	762	19	76%	5	20%	1	4%	25
W*	834	11	48%	11	48%	1	4%	23

*Includes Junior High pupils.
Average size of all Elementary Schools = 914 (220 schools with 201,267 pupils).
†Some percentage computations differ from those given in the original report, but basic data are unchanged.

Schools having 900-1600 or more pupils, listed in order by districts:

N—71%—(17/24)
C—64%—(18/28)
NW—63%—(20/32)
E—57%—(13/23)
NE—53%—(12/23)
W—50%—(12/23)
S—45%—(8/18)
SE—30%—(7/24)
SW—24%—(6/25)

Schools having 800 or fewer pupils, listed in order by districts:

SW—76%—(19/25)
SE—70%—(17/24)
NW—56%—(12/32)
S—55%—(10/18)
NE—47%—(11/23)
W—45%—(11/23)
E—43%—(10/23)
C—36%—(10/28)
N—29%—(7/24)

Several points should be noted. The North District has the largest number of schools having pupil populations of 900 and up (71%) and the Center (64%), the Northwest (63%) and the East (57%) along with the Northeast (53%), West (50%) are not far behind. Only the South (45%), the Southeast (30%), and the Southwest (24%) have comparatively few very large schools.

Regarding those schools having less than 800 pupils, the Southwest (76%) and the Southeast (70%) are in the best position. The Northwest (56%), South (55%), Northeast (47%), and West (45%) are in about the same relative position. Only the East (43%), Center (36%), and the North (29%) seem to have fewer schools under 800 in size.

It should also be noted that the Center District has 8 schools of 1600 and up (28%) which is substantially higher than any of the other districts, and the average size of all elementary schools points to the fact that the Center District is about 300 to 400 larger in average size than all the other school districts with the exception of the North District, which is about 200 larger than the average size for the city.

Asterisks for the Northeast, the Northwest, and the West indicate that these schools have junior high units included in the totals. It also means that those schools have administrative, clerical, and counseling help for those grades in those schools above the 6th grade.

3. NUMBER OF TEACHERS HAVING: NO DEGREE, NON-ACCREDITED DEGREE, BACHELORS DEGREE, MASTERS DEGREE, DOCTORS DEGREE—1960

District	No Degree*	Non-Accredited Degree	Bachelors Degree	Masters Degree	Doctors Degree	Total Number Teachers in District
C	117	6	836	681	6	1646
E	121	6	527	357	7	1018
N	122	2	591	598	5	1318
NE	87	3	403	468	2	963
NW	129	1	595	595	4	1324
S	71	3	447	444	4	969
SE	118	7	532	381	5	1043
SW	118	7	480	390	2	997
W	92	—	483	485	4	1064
Total	975	35	4894	4399	39	10342

*Received Life Certificate prior to 1929, or holds Smith Hughes Certificate.

4. LENGTH OF TEACHER SERVICE—CENTER DISTRICT, JUNE 1960

SCHOOL	NUMBER OF YEARS IN PRESENT SCHOOL									
	½	1	1½	2	2½	3	4-6	7-9	10-12	More Than 12
Alger	3	2	1	—	—	3	7	1	1	3
Angell	10	3	16	3	—	4	11	2	2	6
Balch	6	2	—	—	2	—	4	7	1	10
Brady	5	3	5	5	4	7	5	4	3	4
Breitmeyer	1	4	—	1	—	1	2	3	3	9
Crosman	12	1	5	2	3	3	7	5	—	—
Doty	7	1	4	1	9	2	2	3	—	1
Dwyer	6	3	5	3	—	3	2	3	5	3
Edmonson	7	1	2	4	1	2	6	4	—	7
Estabrook	4	3	3	2	3	2	10	2	—	1
Fairbanks	2	—	2	—	5	3	7	—	—	—
Ferry	6	2	8	—	4	2	5	3	1	2
Goldberg	10	2	9	2	7	2	4	1	—	2
Hancock	3	1	3	1	2	2	1	2	—	—
Longfellow	6	1	7	1	2	1	15	4	1	9
MacCulloch	12	—	4	2	1	7	3	5	2	10
Marr	6	1	2	2	1	4	12	—	—	—
Maybee	3	2	2	3	1	4	4	1	3	3
McGraw	3	2	2	1	1	1	7	1	—	2
Moore	1	4	2	2	—	1	2	—	2	7
Moore for Boys	—	—	1	2	—	—	2	—	2	12
Palmer	6	—	1	1	—	1	4	2	3	6
Parke	4	2	—	—	3	5	1	2	1	—
Poe	6	2	5	8	2	—	4	2	—	—
Roosevelt	8	3	5	3	2	4	7	8	5	12
School for Deaf (W)	5	2	1	2	2	1	4	2	5	12
Thirkell	5	8	2	4	7	5	4	2	1	1
Tilden	7	—	4	1	5	2	3	—	—	—
Wingert	3	2	3	1	2	—	4	10	1	3
Herman Keifer Hosp. & Northville San.	—	1	—	—	—	1	—	2	1	1
Total	157	58	104	57	69	73	149	81	43	126

Above includes 79 substitutes.

5. TRANSFER REQUESTS BY DISTRICT FOR SEPTEMBER 1960, INVOLVING SECONDARY SCHOOLS

	C	E	N	NE	NW	S	SE	SW	W
District of Present Employment	47	22	12	111	10	22	11	14	23
District Requested in Transfer	6	1	14	17	59	12	1	4	22
Request for Change of School within District	8	—	4	6	3	6	1	2	6

6. TRANSFER REQUESTS FOR SEPTEMBER 1960, INVOLVING SECONDARY SCHOOLS

DEPARTMENT	Junior High to Senior High	Senior High to Junior High	Senior High to other Senior High	Junior High to other Junior High	Elementary to Secondary	Total Number of Requests	Total Number of First Requests
Art	1	—	3	—	2	6	2
Att. Department	—	—	—	—	—	—	9
Att. Teacher	—	—	—	—	—	—	1
Auditorium	—	1	—	—	2	3	3
Business Ed.	3	—	10	2	1	16	10
Driver Trng.	—	—	—	—	—	—	2
English	12	1	12	1	12	38	30
Health Education	1	—	7	3	17	28	19
Homemaking	1	—	2	1	3	7	7
Job Upgrading	—	—	—	—	—	—	5
Language	4	—	7	1	7	19	16
Library	—	—	—	—	2	2	2
Mathematics	2	—	4	7	3	16	4
Music	—	—	1	3	9	13	10
Resource	—	—	—	1	—	1	1
Retailing	1	—	2	—	—	3	—
Science	3	—	6	4	3	16	11
Shop	5	2	7	3	—	17	13
Social Studies	19	2	12	14	22	69	46
Special Ed.	—	—	—	—	—	—	2
Visiting Tchr.	—	—	—	—	—	—	1
TOTAL REQUESTS	52	6	73	40	83	254	194

7. TOTAL TRANSFER REQUESTS 1959-1960, BY DISTRICTS

District	Number Requesting Transfer From District	Number Requesting Transfer To District
C	80	36
E	52	5
N	51	41
NE	25	44
NW	22	111
S	37	13
SE	32	5
SW	56	13
W	24	32
Misc.	3	82
Total	382	382

First Request	270
Second Request	75
Third Request	21
Fourth Request	4
Others (Beyond 6th request)	12

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

Appendix II

DISTRIBUTION OF TEACHERS

8. PER CENT ESRPs BY DISTRICTS

District	Feb. 1958	Sept. 1960	Reduction	District	Feb. 1958	Sept. 1960	Reduction
Table 8a ELEMENTARY AND SPECIAL				Table 8b JUNIOR HIGH			
C	11.45	6.48	4.97	C	6.06	3.98	2.08
E	16.69	15.01	1.68	E	2.33	2.77	+.44
N	6.80	3.91	2.99	N	6.07	2.98	3.09
NE	2.38	2.10	.28	NE	5.53	1.59	3.94
NW	3.51	1.39	2.12	NW	—	—	—
S	17.47	7.49	9.98	S	6.04	5.47	.57
SE	17.30	8.70	8.60	SE	7.96	4.78	3.18
SW	17.30	9.27	8.03	SW	5.37	—	5.37
W	7.71	2.12	5.59	W	7.01	3.61	3.40
Table 8c SENIOR HIGH				Table 8d TOTAL DISTRICT			
C	5.39	2.45	2.94	C	5.93	5.35	.58
E	4.75	1.16	3.59	E	6.84	10.71	+3.87
N	2.71	.85	1.86	N	3.44	3.29	.15
NE	1.39	—	1.59	NE	2.05	1.78	.27
NW	1.35	.71	.64	NW	2.91	.98	1.93
S	2.63	1.78	.85	S	6.29	5.28	1.01
SE	9.69	3.99	5.70	SE	9.79	7.52	2.27
SW	6.75	2.95	3.80	SW	8.43	6.92	1.51
W	1.67	.85	.72	W	3.68	2.03	1.65

First, it should be noted that the ESRPs constitute 4.0% of the total teaching staff (415 out of 10.342).

Table 8a indicates that there has been substantial reduction in the number of ESRPs for elementary schools and special schools from February 1958 to September 1960. Greatest reductions occurred in the South (9.98%), the Southeast (8.60%), and the Southwest (8.03%). Nevertheless, there are still high percentages of elementary ESRPs in the East (15.01%), the Southwest (9.27%) and in the Southeast (8.70%).

Table 8d, showing the total percentages of ESRPs for all schools, reveals that the East (10.71%) is highest with the Southeast (7.52%) and the Southwest (6.92%) substantially about the average of 4.0% for all schools in the entire city.

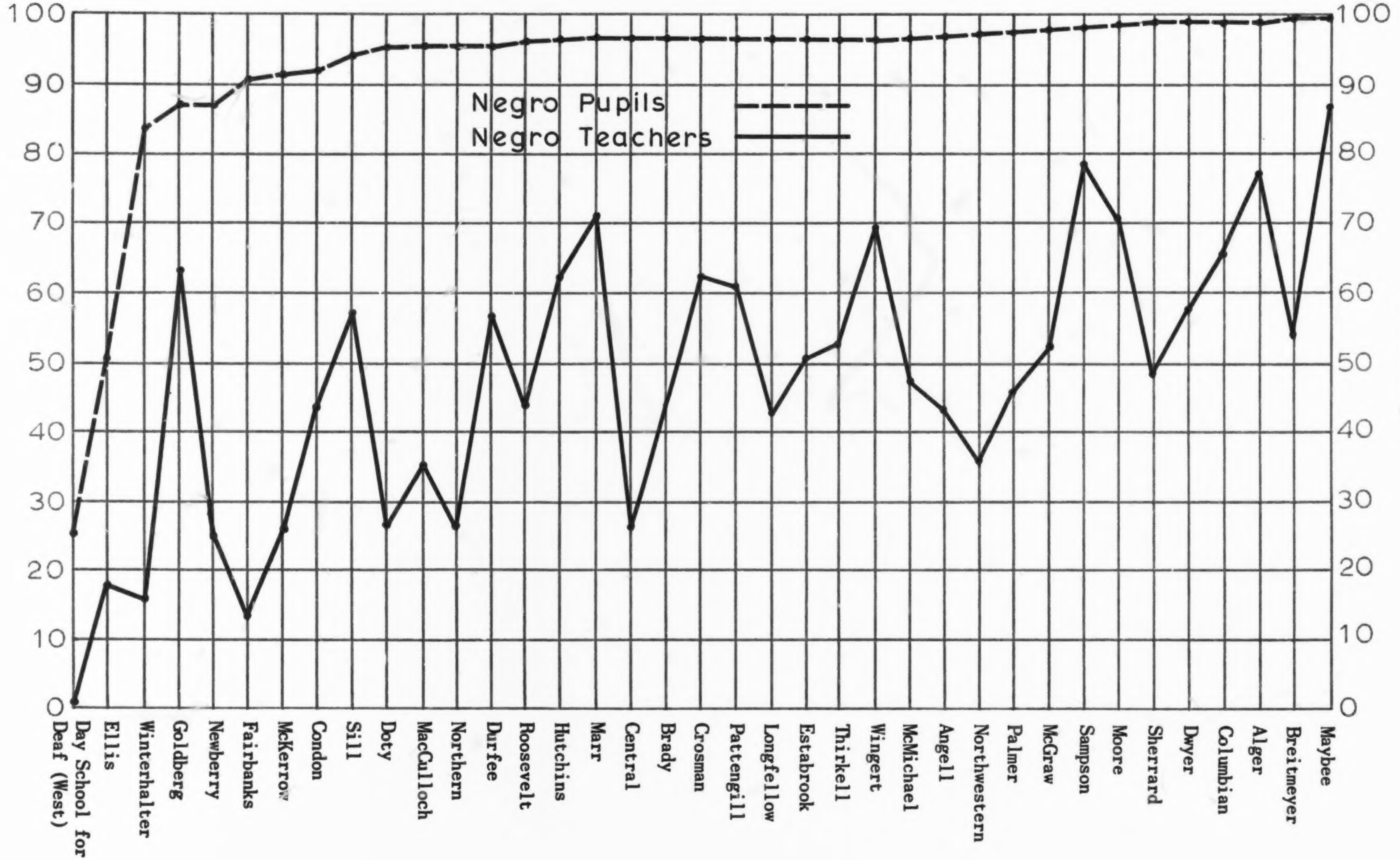
9. PROBATIONARY Is, IIs and ESRPs—Elementary and Junior High

District	Number of Schools	Prob. I, II, and ESRPs	Per Cent of Teachers in District	Number of Teachers Elem. & Jr. High
C	42	385	28.3	1360
E	28	295	34.1	865
N	34	179	17.4	1024
NE	34	104	13.4	777
NW	47	156	14.9	1041
S	26	152	23.0	661
SE	35	326	37.6	865
SW	33	196	27.9	702
W	21	150	19.5	769
Total	300	1943* 216 Aver.	—	8064

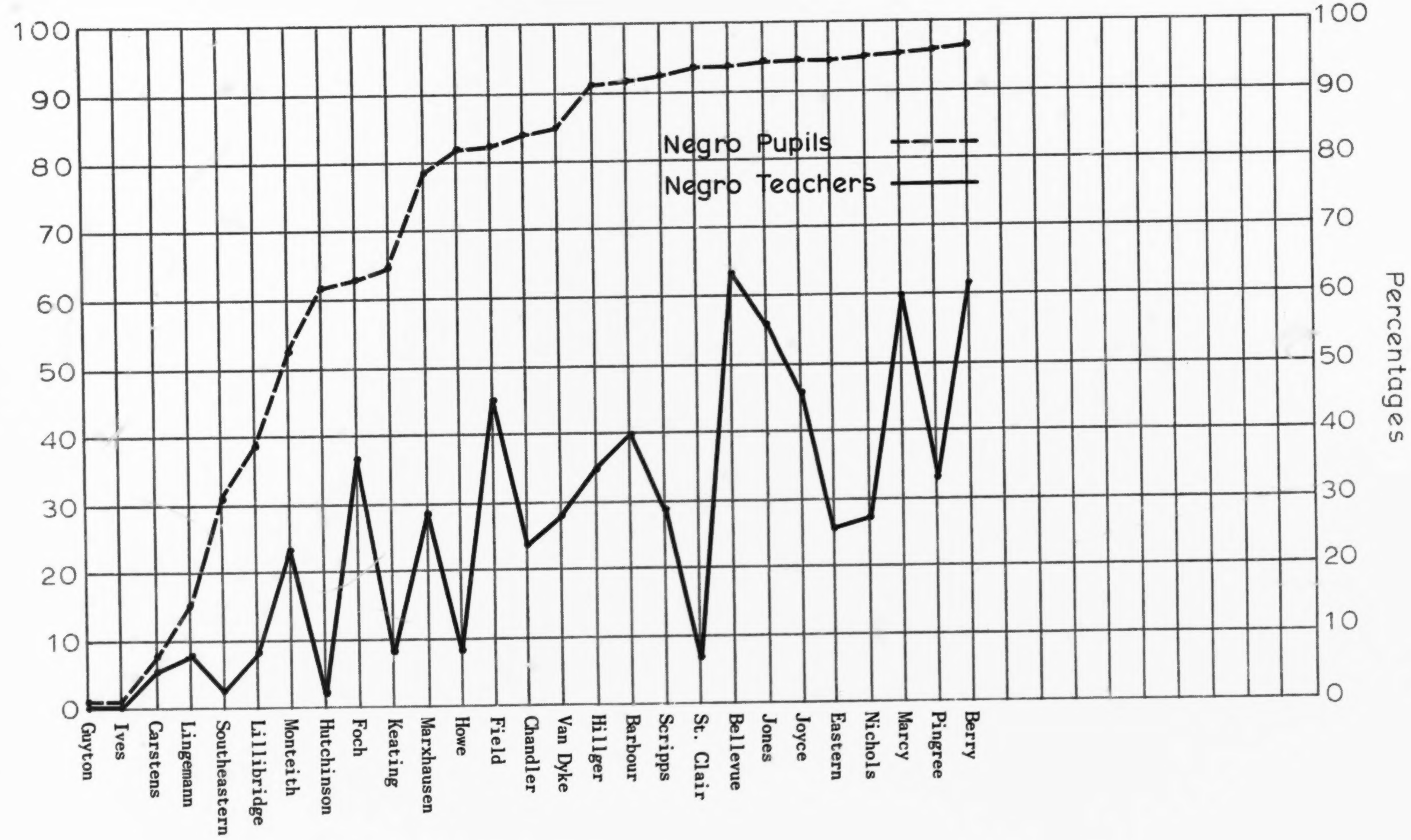
*1943 = 24% of total staff of 8064 elementary and junior high staff.

10. PERCENTAGES OF NEGRO PUPILS AND STAFF BY DISTRICTS

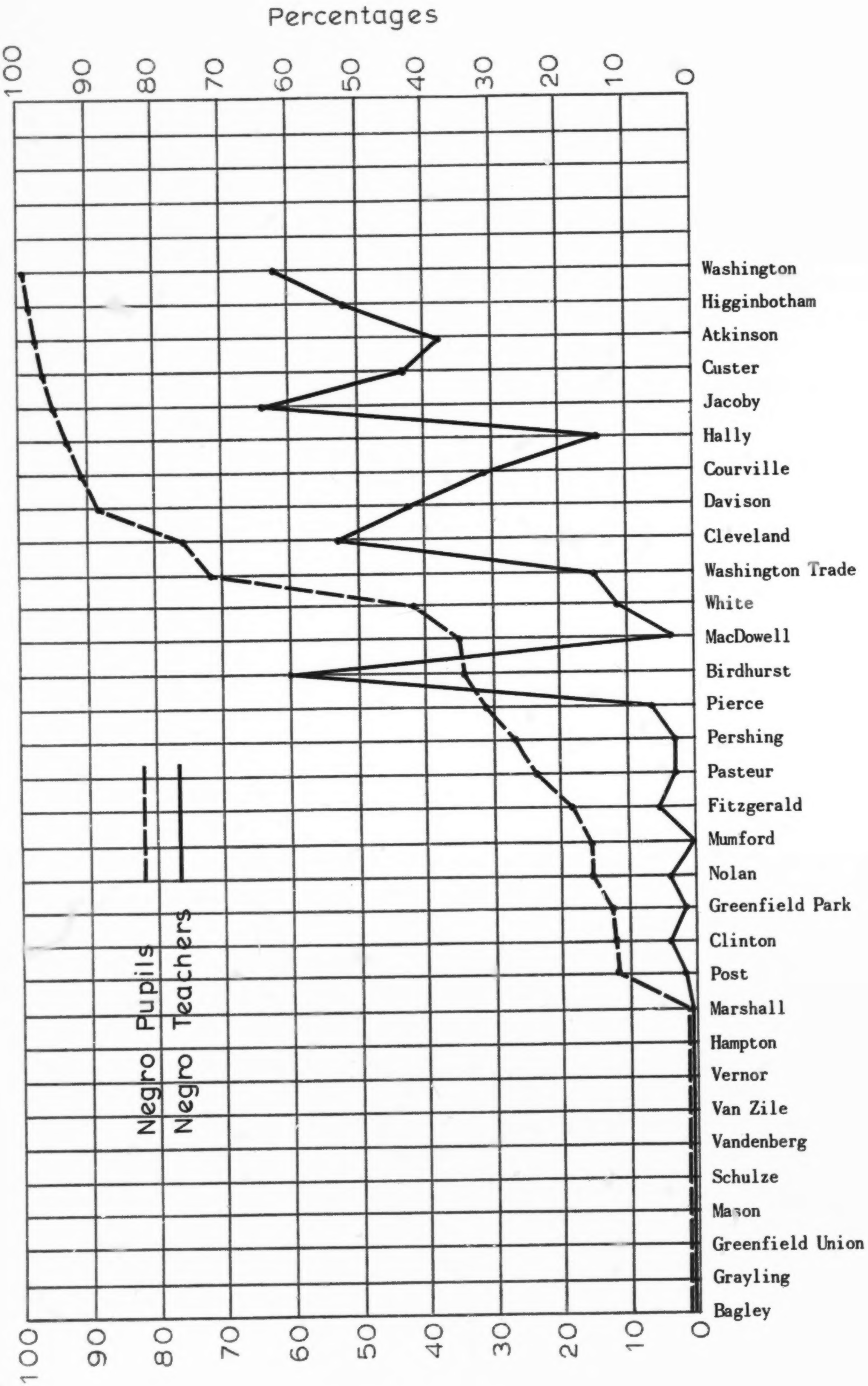
(9 graphs, pp. 98-106)



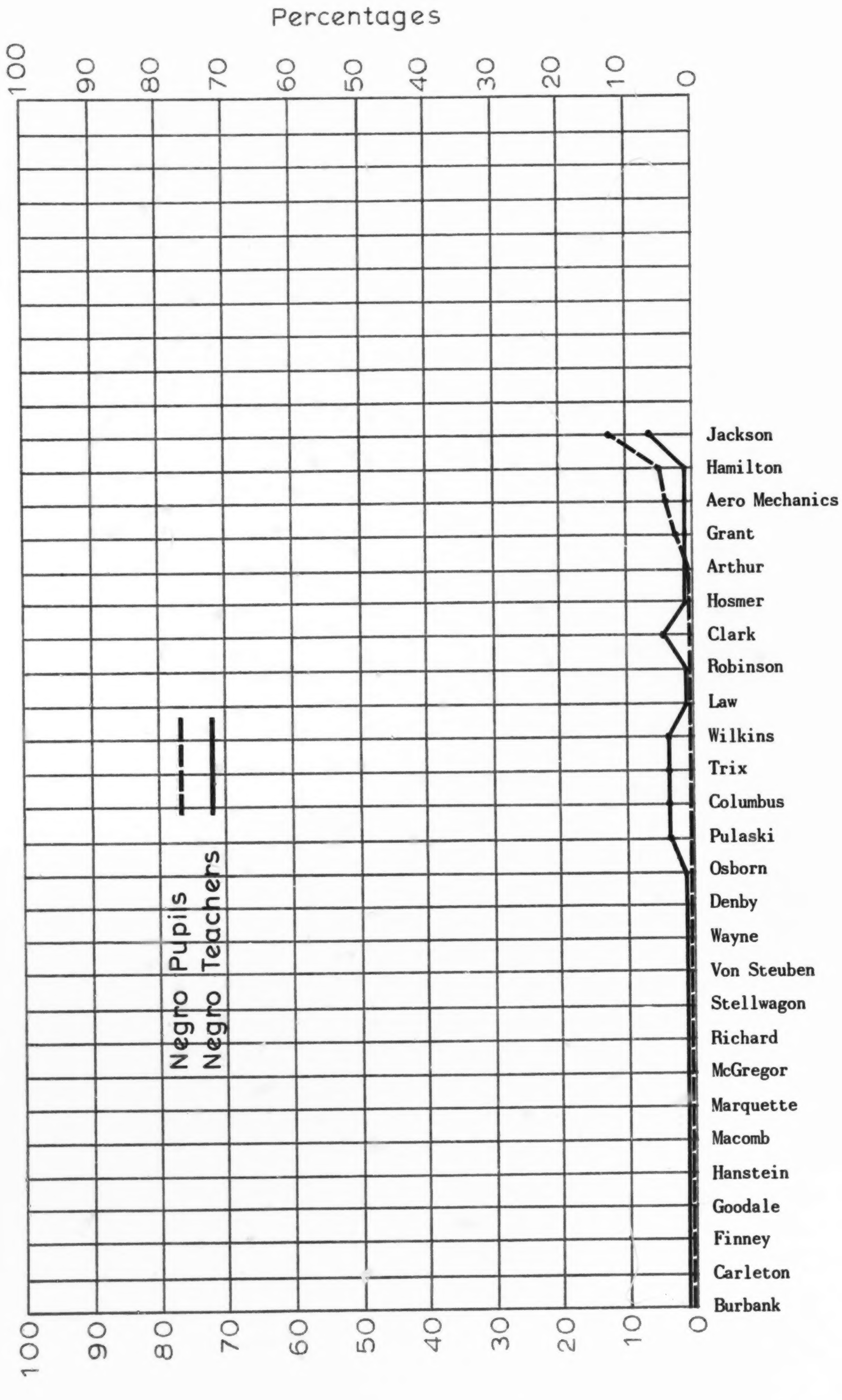
Percentages of Negro Pupils and Negro Teachers—CENTER DISTRICT



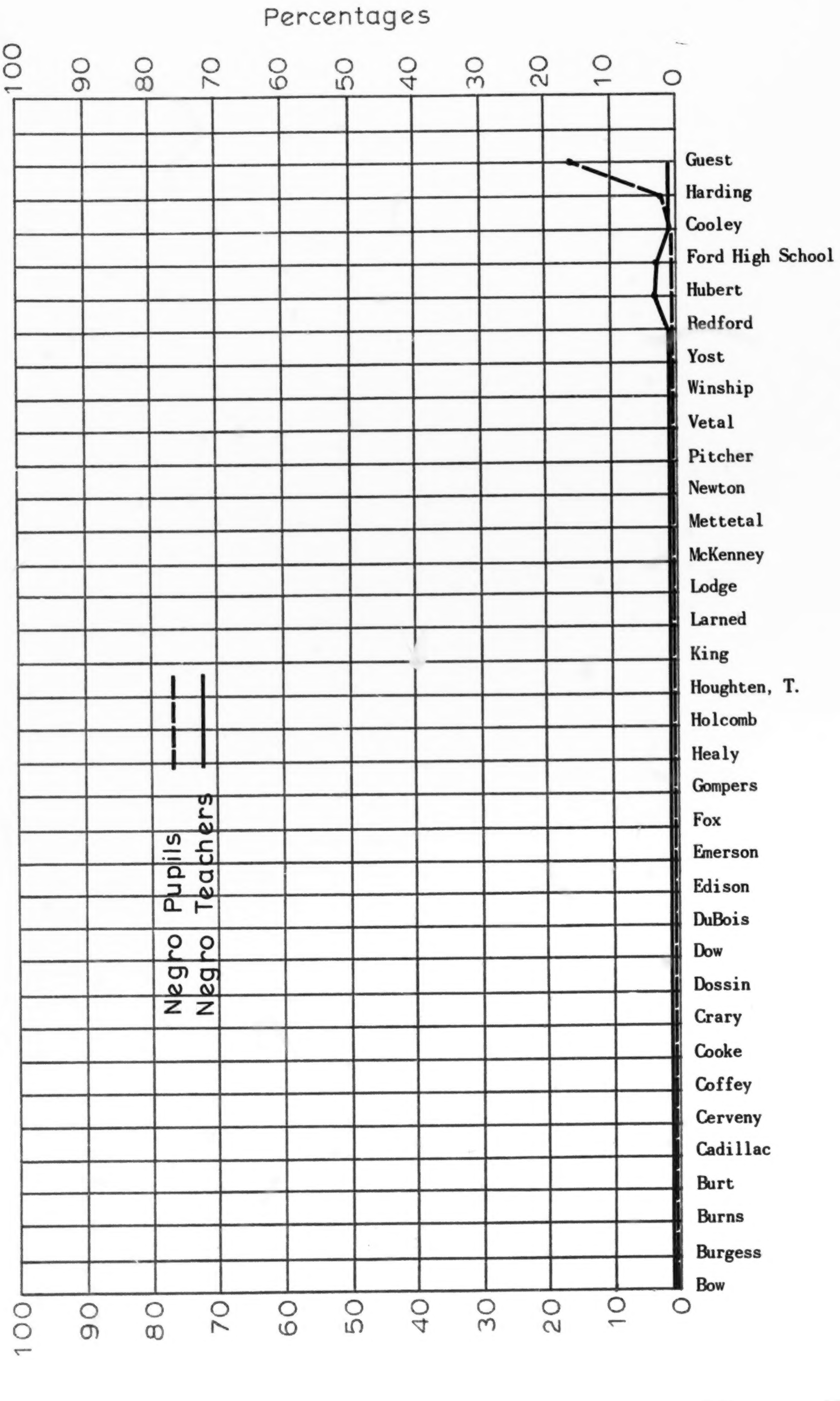
Percentages of Negro Pupils and Negro Teachers—EAST DISTRICT



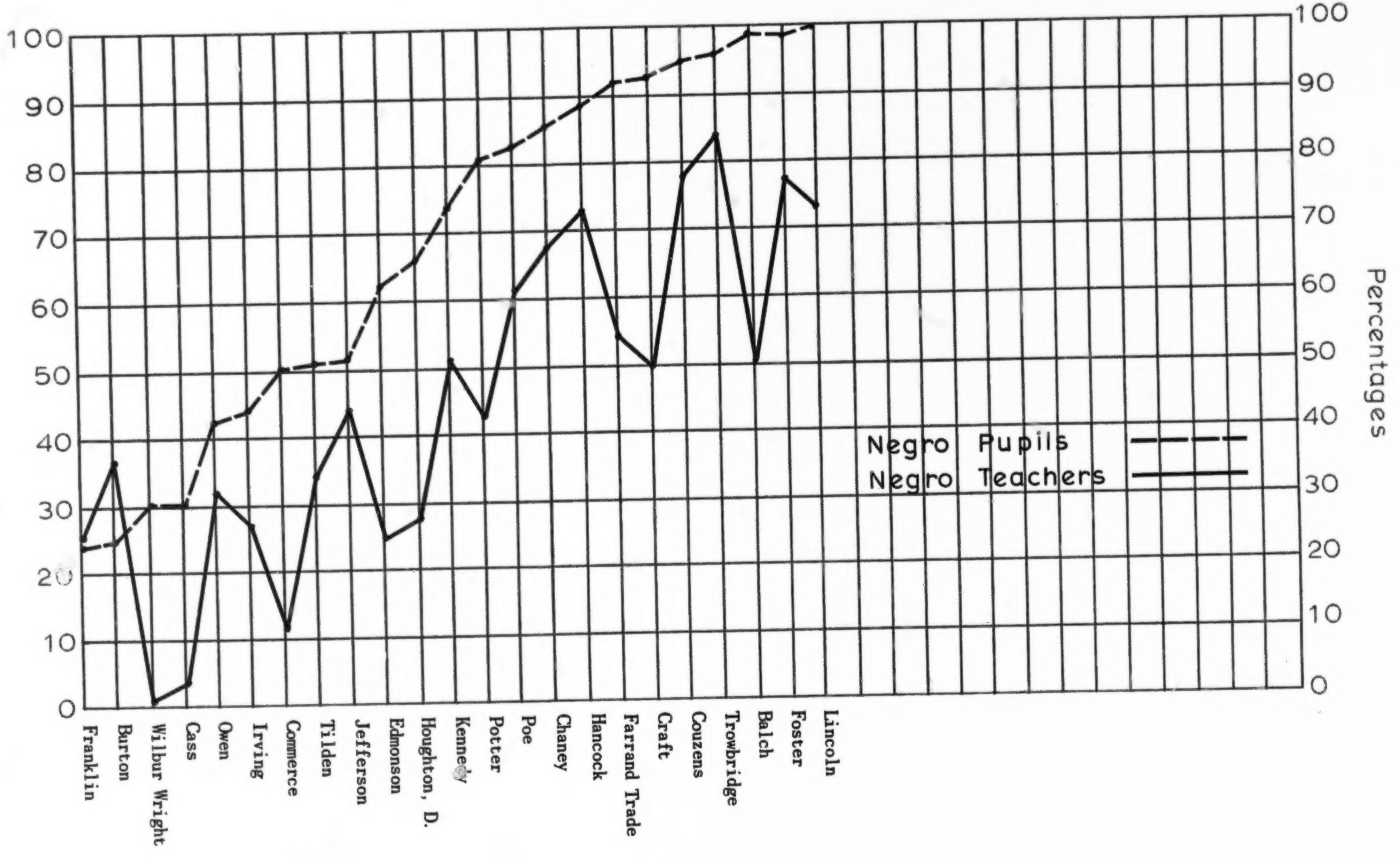
Percentages of Negro Pupils and Negro Teachers—NORTH DISTRICT



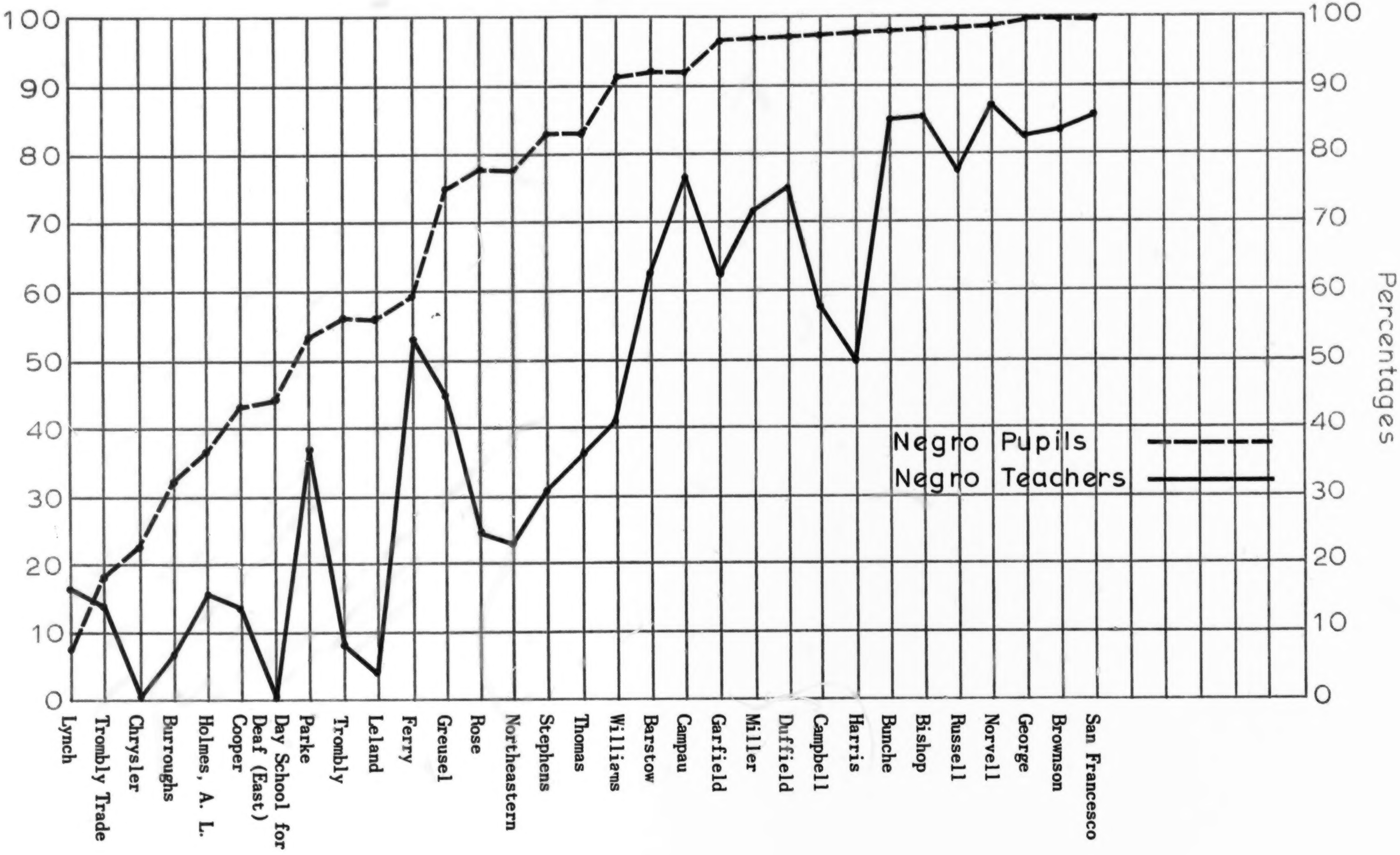
Percentages of Negro Pupils and Negro Teachers— NORTHEAST DISTRICT



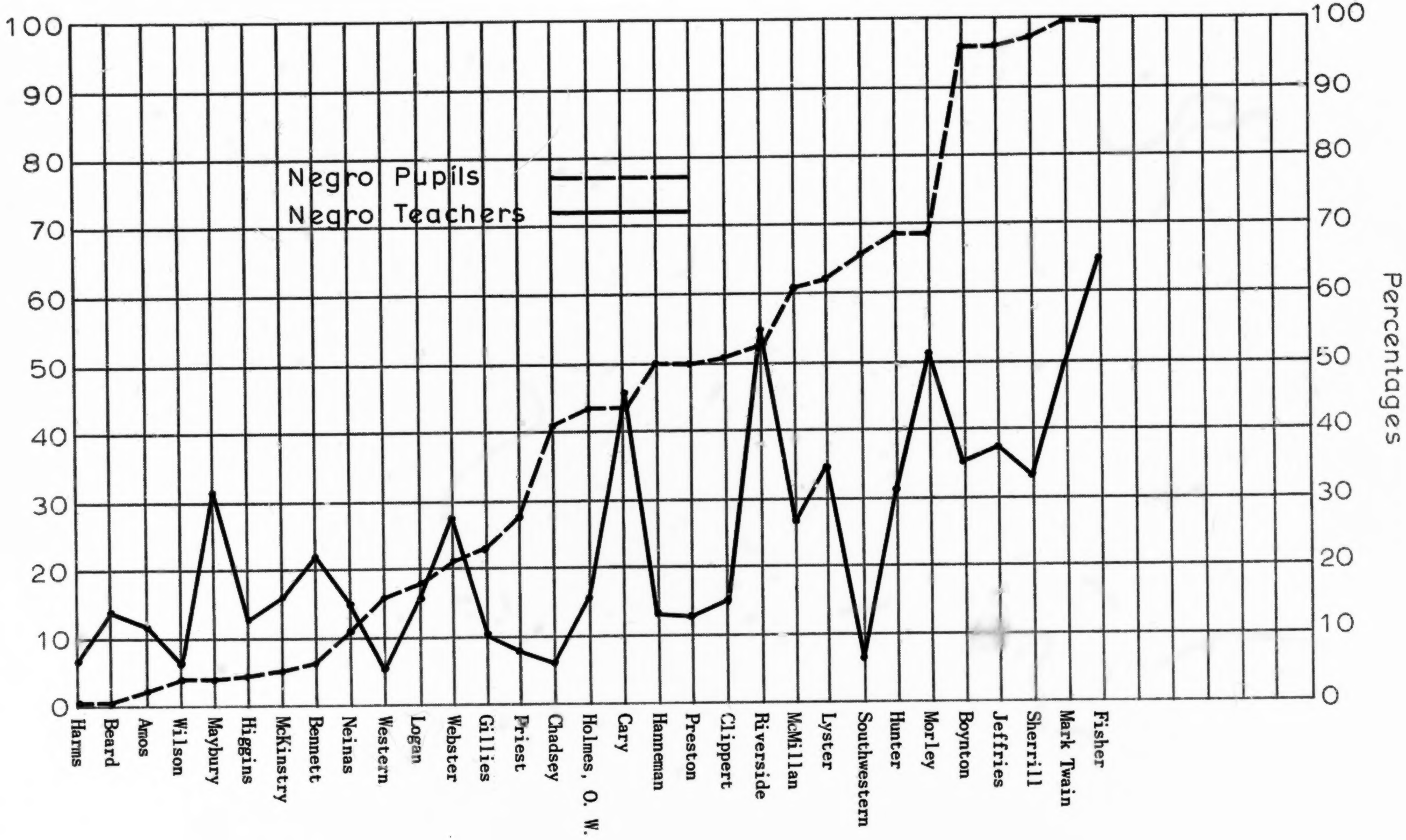
Percentages of Negro Pupils and Negro Teachers—NORTHWEST DISTRICT



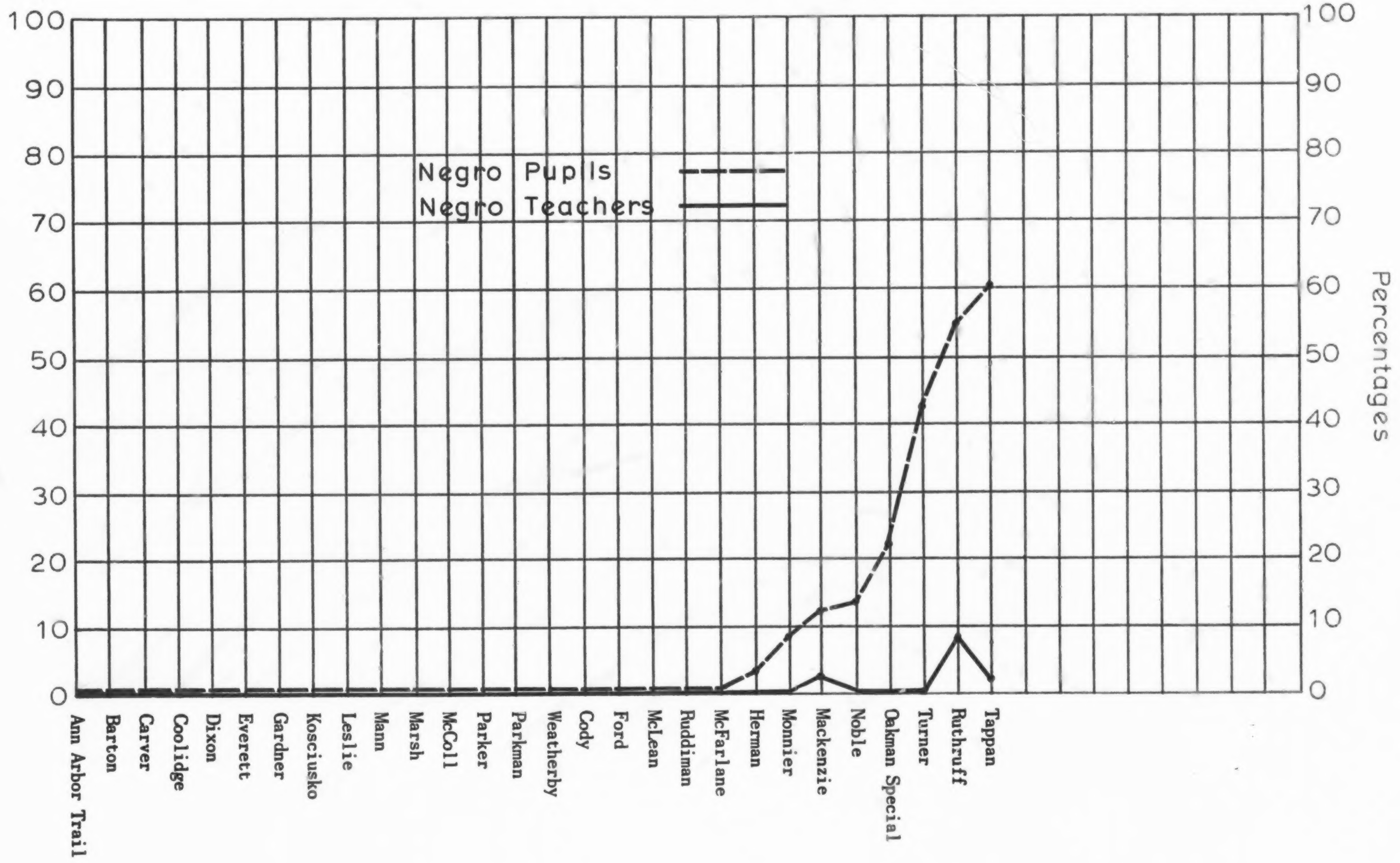
Percentages of Negro Pupils and Negro Teachers— SOUTH DISTRICT.



Percentages of Negro Pupils and Negro Teachers—SOUTHEAST DISTRICT



Percentages of Negro Pupils and Negro Teachers— SOUTHWEST DISTRICT



Percentages of Negro Pupils and Negro Teachers— WEST DISTRICT

11. RACIAL COUNT REPORT

A Count on a Racial Basis of
Both Children and Teachers
in All Detroit Public Schools
February 1961

(series of tables, pp. 108-31)

11. RACIAL COUNT REPORT (A Count on a Racial Basis of Both Children and Teachers in All Detroit Public Schools)

February 1961

School CENTER DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
90+ Alger	1	546				547	5	18				23
90+ Angell (incl. Jamieson)	25	2,065		2		2,092	33	25				58
90+ Brady	32	1,450	4		3	1,489	26	21				47
100 Breitmeyer		772				772	12	14				26
90+ Columbian	3	1,131				1,134	11	23	1			35
98+ Crosman	27	1,552	5	1	6	1,591	15	25				40
90+ Doty	44	1,199	8			1,251	26	10				36
90+ Dwyer	2	1,115	1			1,118	15	21				36
Ellis	266	259		1	7	533	13	5				18
90+ Estabrook	15	1,052	3			1,070	16	16				32
90+ Fairbanks	71	687	3			761	20	3				23
Goldberg 88	168	1,259		2	5	1,434	16	27				43
Jamieson (see Angell)												
90+ Longfellow	30	1,724	2			1,756	33	24				57
90+ MacCulloch (incl. Jane Addams Annex to MacCulloch)	71	1,992	6		2	2,071	39	21				60
90+ Marr	26	973	3		1	1,003	9	22				31
100 Maybee		809				809	3	23				26
90+ McGraw	6	710				716	10	11				21
90+ McKerrow	164	1,616		3	1	1,784	38	13				51
90+ Moore	1	637	1			639	6	16				22
Newberry 88	66	484	1			551	14	5	1			20
90+ Palmer	3	727	3		1	734	13	11				24
90+ Pattengill	34	1,821	5		1	1,861	22	35				57
90+ Roosevelt	62	2,249	11		1	2,323	37	28				65
90+ Sampson	7	1,352				1,359	8	31				39
90+ Sill	32	532				564	8	11				19
90+ Thirkell	26	1,629				1,655	22	24				46
90+ Wingert	13	850				863	10	23				33
Winterhalter 84	229	1,235	10		4	1,478	35	7				42
Total Elementary	1,424	32,427	66	9	32	33,958	515	513	2			1,030

11. RACIAL COUNT (2)

February 1961

School CENTER DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Junior High:												
90+% Condon 92	70	886	2		8	966	25	19				44
90+% Durfee 95	64	2,022	6		4	2,096	38	51				89
90+% Hutchins 97	57	1,911	4		1	1,973	32	54				86
90+% McMichael 98	24	1,718				1,742	39	36				75
90+% Sherrard 99		803	2			805	19	17				36
Total Junior High	215	7,340	14		13	7,582	153	177				330
Senior High:												
90+% Central 97	60	2,245	3			2,308	73	26			1	100
90+% Northern 96	65	1,838	1		1	1,905	60	22				82
90+% Northwestern 99	29	2,728				2,757	73	40				113
Total Senior High	154	6,811	4		1	6,970	206	88			1	295
Special:												
Ellis	55	82		1	2	140	11					11
? Detroit Day School for Deaf (West)	167	57			14	238	37			1		38
90+ Moore for Boys	1	237				238	6	13				19
/ Herman Keifer Hospital and Northville Sanatorium 65	43	78				121	7					7
Total Special	266	454		1	16	737	61	13		1		75
Totals—Center District	**2,059**	**47,032**	**84**	**10**	**62**	**49,247**	**935**	**791**	**2**	**1**	**1**	**1,730**

11. RACIAL COUNT (3)

February 1961

School EAST DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
90-1 Bellevue	55	766			1	822	11	19				30
90-1 Berry	10	650				660	8	13				21
Carstens (incl. Spec.)	1,365	124	9	2	2	1,502	42	3				45
Chandler 84	135	701				836	23	7				30
Field 82	162	739	2		2	905	15	12				27
Guyton	1,028		1		3	1,032	31					31
90-1 Hillger	90	914			1	1,005	19	11			1	31
90-1 Howe	199	904	2	3	2	1,110	29	3				32
Hutchinson 62	416	661	2			1,079	36	1				37
Ives	552		21			573	21					21
90-1 Jones	52	773				825	9	13	1			23
90-1 Joyce	62	973	2		1	1,038	16	14				30
Keating 65	676	1,253	5		5	1,939	58	6				64
Lillibridge	681	457	7	1		1,146	30	3				33
Lingemann	645	116	2			763	22	2				24
90-1 Marcy	33	761	1			795	12	18				30
Marxhausen 82	167	737		2	1	907	22	4				26
Monteith	294	330	1		2	627	17	5				22
90-1 Nichols	59	995	3			1,057	25	10				35
90-1 Pingree	24	846				870	17	8				25
90-1 St. Clair	74	998				1,072	28	2				30
90-1 Scripps	65	717				782	17	7				24
Van Dyke 85	108	621		1	2	732	16	6				22
Total Elementary	6,952	15,036	58	9	22	22,077	524	167	1		1	693

School EAST DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Junior High:												
90+ ✓ Barbour 91	194	2,010	3		4	2,211	56	37				93
Foch 63	729	1,253			10	1,992	49	30				79
Total Junior High	923	3,263	3		14	4,203	105	67				172
Senior High:												
✓ Eastern 94	151	2,290				2,441	72	26			1	99
Southeastern 31	1,592	742	6	3	57	2,400	97	3			1	101
Total Senior High	1,743	3,032	6	3	57	4,841	169	29			2	200
Special:												
Marxhausen 70	63	144				207	4	7				11
Total Special	63	144				207	4	7				11
Totals—East District	**9,681**	**21,475**	**67**	**12**	**93**	**31,328**	**802**	**270**	**1**		**3**	**1,076**

11. RACIAL COUNT (5)

February 1961

School NORTH DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
Atkinson	13	814				827	16	10				26
Bagley	863		8			871	31					31
Clinton	730	99	1		8	838	28	1				29
Courville	151	1,449	5	1	1	1,607	36	16				52
Custer	37	1,527	2		1	1,567	31	22				53
Davison	121	1,082	1		3	1,207	24	18				42
Fitzgerald (incl. Spec.)	1,057	259	6			1,322	44	3				47
Grayling	519		2		5	526	19					19
Greenfield Park	1,412	191	2			1,605	51	1				52
Greenfield Union	498		3			501	17					17
Hally	67	1,109	2		2	1,180	29	5				34
Hampton	907	1				908	34					34
Higginbotham	6	929				935	17	18				35
MacDowell	795	435	1			1,231	42	1				43
Marshall	985	1	1		1	988	35					35
Mason	813					813	26					26
Pasteur	981	307	1		1	1,290	37	1				38
Pierce	320	147	3	3	1	474	14	1				15
Schulze	916					916	31					31
Vandenberg	568		2			570	20					20
Van Zile	1,062			1		1,063	38					38
Vernor	1,322		2			1,324	45					45
Washington	1	895				896	12	20				32
White	646	441			9	1,096	33	4				37
Total Elementary	14,790	9,686	42	5	32	24,555	710	121				831

11. RACIAL COUNT (6)

February 1961

School NORTH DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Junior High:												
Cleveland 77	363	1,190				1,553	28	32				60
Nolan 16	1,341 93	259	8		1	1,609	64	2				66
Post 12	1,393 88	188	3	1		1,585	66	1				67
Total Junior High	3,097	1,637	11	1	1	4,747	158	35				193
Senior High:												
Mumford 16	3,201 89	616			3	3,820	153	1				154
Pershing 27	1,926	715	3	1		2,645	110	3	1			114
Washington Trade 71	92	227		1		320	18	3				21
Total Senior High	5,219	1,558	3	2	3	6,785	281	7	1			289
Special:												
Birdhurst	36	19				55	2	3				5
Fitzgerald (incl. in Elem.)												
Jacoby	9	181				190	4	7				11
White (Ortho.)	85	76				161	14	2				16
Total Special	130	276				406	20	12				32
Totals—North District	**23,236**	**13,157**	**56**	**8**	**36**	**36,493**	**1,169**	**175**	**1**			**1,345**

11. RACIAL COUNT (7)

February 1961

School NORTHEAST DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
Arthur	497	4				501	19					19
*Burbank	620					620	15					15
Carleton	849					849	31					31
Clark	921	5				926	32	1				33
*Columbus	589					589	19	1				20
*Finney (incl. Jr. High)	790		5			795	33					33
*Goodale (incl. Jr. High)	1,038					1,038	40					40
*Grant (incl. Jr. High)	999	16	7			1,022	41					41
Hamilton	891	51	4	1	2	949	30					30
Hanstein	188		2			190	7					7
Hosmer	774	5	1			780	27					27
Law	455	1				456	16					16
Macomb	559		7			566	17					17
Marquette	936		3			939	32					32
McGregor	490					490	18					18
Pulaski	1,172					1,172	40	1				41
*Richard	994		4			998	36					36
Robinson	787	3	5		1	796	30					30
Stellwagen	427		6			433	17		1			18
Trix	807		1			808	37	1				38
*Von Steuben (incl. Jr. High)	1,458					1,458	51					51
*Wayne (incl. Jr. High)	999					999	36					36
Wilkins	942		2			944	31	1				32
Total Elementary	18,182	85	47	1	3	18,318	655	5	1			661

*School has both elementary and junior high unit.

School NORTHEAST DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Junior High:												
*Burbank 0	498					498	25					25
*Columbus 0	552					552	20					20
*Finney (incl. with Elem.)												
*Goodale (incl. with Elem.)												
*Grant (incl. with Elem.)												
Jackson 13	1,541 87	232	5	3	6	1,787	65	5	1			71
*Richard (incl. with Elem.)												
*Von Steuben (incl. with Elem.)												
*Wayne (incl. with Elem.)												
Total Junior High	2,591	232	5	3	6	2,837	110	5	1			116
Senior High:												
Aero Mechanics 4.5	188	9				197	11					11
Denby 0	2,529					2,529	115					115
Osborn 0	1,630					1,630	74					74
Total Senior High	4,347	9				4,356	200					200
Special:												
(None)												
Totals—Northeast District	**25,120**	**326**	**52**	**4**	**9**	**25,511**	**965**	**10**	**2**			**977**

*School has both elementary and junior high unit.

School NORTHWEST DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
Bow	1,365		1	1		1,367	41					41
Burgess	719		4			723	24					24
Burns	1,038		6			1,044	37					37
*Burt (incl. Jr. High)	1,271		2	2		1,275	43					43
*Cadillac (incl. Jr. High)	874		1			875	35					35
*Cerveny (incl. Jr. High and Stratford Elem.)	1,330		7		1	1,338	49					49
*Coffey (incl. Jr. High)	1,022			1		1,023	39					39
*Cooke (incl. Jr. High)	991					991	38					38
Crary	849		2		4	855	30					30
Dossin	641					641	22					22
*Dow (incl. Jr. High)	1,455		8			1,463	52					52
DuBois	158		3			161	7					7
Edison	635		10			645	24					24
*Emerson	1,844		2			1,846	66					66
Fox	55					55	2					2
Gompers	594		1			595	19					19
Guest	807	161	1	1		970	39					39
*Harding (incl. Harding Jr. High and Shurly Elem.)	1,722	29	8	5	6	1,770	66					66
Healy	571		2		2	575	21					21
Holcomb	1,177		6			1,183	35		1			36
Houghten, T.	1,079		7	9	1	1,096	37					37
*Hubert (incl. Jr. High)	1,278		3			1,281	45	1				46
King	370		1			371	12					12
Larned	308		1			309	10					10
Lodge	605					605	20					20
McKenny	1,536		1	1	5	1,543	46					46
*Mettetal (incl. Jr. High)	706					706	29					29
Newton	1,079		6			1,085	36				1	37
Pitcher	891		3			894	30					30

*School has both elementary and junior high unit.

School NORTHWEST DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary (continued):												
Shurly (incl. with Harding Elem.)												
Stratford (incl. with Cerveny Elem.												
Vetal	1,007					1,007	35					35
*Winship (incl. Jr. High)	1,151		1			1,152	43					43
Yost	214		2			216	6					6
Total Elementary and Junior High	29,342	190	89	20	19	29,660	1,038	1	1		1	1,041
Junior High:						Totals for junior highs are included with the elementary schools.						
*Burt												
*Cadillac												
*Cerveny												
*Coffey												
*Cooke												
*Dow												
*Emerson												
*Harding												
*Hubert												
*Mettetal												
*Winship												
Senior High:												
Cooley .2	2,658	6	8			2,672	105	1	3			109
Ford .1	1,445	2	2			1,449	62	1				63
Redford 0	2,756		2	1	23	2,782	115					115
Total Senior High	6,859	8	12	1	23	6,903	282	2	3			287
Special: (None)												
Totals—Northwest District	**36,201**	**198**	**101**	**21**	**42**	**36,563**	**1,320**	**3**	**4**		**1**	**1,328**

*School has both elementary and junior high unit.

11. RACIAL COUNT (11)

February 1961

School SOUTH DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
90-1 Balch	1	774				775	14	14				28
Burton	584	204	10	4	1	803	19	12				31
Chaney 89	155	1,246		1	31	1,433	13	29				42
90-1 Couzens	19	1,079	23		3	1,124	12	45				57
90-1 Craft	45	589			2	636	10	10				20
Edmonson 64	425	751	4	1	3	1,184	27	9				36
93-1 Foster	1	879				880	7	24				31
Franklin	987	379	6	4	143	1,519	47	17				64
90-1 Hancock	47	416	1			464	5	13				18
Houghton, D. 75	168	432	9	4	42	655	19	8				27
Irving	207	173	5	3	5	393	10	4				14
Kennedy 73	254	704		2	2	962	15	16				31
[illegible] Lincoln		1,141				1,141	10	28				38
Owen	434	346	1	6	19	806	19	9				28
Poe 83	176	843	2		2	1,023	15	24				39
Potter 85	30	167			10	207	4	3				7
Tilden	350	362		1	6	719	14	8			1	23
90-1 Trowbridge	17	485				502	3	16				19
Total Elementary	3,900	10,970	61	26	269	15,226	263	289			1	553

11. RACIAL COUNT (12)

School SOUTH DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	**Negro**	**Asiatic**	**American Indian**	**Other**	**Total**	**White**	**Negro**	**Asiatic**	**American Indian**	**Other**	**Total**
Junior High:												
Jefferson 52	651	723	8	2	22	1,406	38	30				68
Total Junior High	651	723	8	2	22	1,406	38	30				68
Senior High:												
Cass 31	2,775	1,217	31	3	2	4,028	183	7				190
Commerce 51	792	811	6		4	1,613	64	8				72
[illegible] ✓Farrand Trade 03	13	171			1	185	7	8				15
Wilbur Wright 30	690	301			4	995	60	1				61
Total Senior High	4,270	2,500	37	3	11	6,821	314	24				338
Special:												
Youth Home School	*(109)	*(107)				*(216)	11	5				16
Total Special							11	5				16
Totals—South District	**8,821**	**14,193**	**106**	**31**	**302**	**23,453**	**626**	**348**			**1**	**975**

*These children are carried in membership of their sending schools.

School SOUTHEAST DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
Barstow	61	740				801	13	21				34
Bishop	2	973			1	976	6	35				41
Brownson		326				326	2	10				12
Bunche	4	1,390			4	1,398	7	38				45
Campau	52	652			2	706	5	18				23
Campbell	5	687			3	695	10	14				24
Cooper	902	687	3	3	3	1,598	46	8				54
Duffield	21	1,639	1		2	1,663	15	44				59
Ferry 60	493	730	2	1		1,226	18	20				38
*Garfield (also Special Unit)	5	432				437	4	11				15
George		636				636	4	19				23
Harris	7	828	1	1		837	13	16			3	32
Holmes, A. L. (incl. Spec.)	937	531	2	3		1,473	45	9				54
Lynch	476	41	1		1	519	15	3				18
Norvell	1	787				788	3	21				24
Parke	263	326	3	1	3	596	13	8				21
Rose 75	141	509				650	15	5				20
Russell	2	1,046				1,048	9	32				41
San Francesco		112				112	1	6				7
Stephens 83	129	641			2	772	16	7				23
Thomas 54	112	589			1	702	13	8				21
Trombly	165	214		2		381	10	1				11
Williams	73	769	2			844	16	11				27
Chrysler	27	8				35	2					2
Total Elementary	3,878	15,293	15	11	22	19,219	301	365			3	669

*School has both junior high and elementary unit.

School SOUTHEAST DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Junior High:												
Burroughs 31	1,067	493	4		6	1,570	61	5			1	67
90- *Garfield 100		470				470	8	16				24
Greusel 75	250	746			3	999	23	19				42
Miller 98	23	1,536	1	1		1,561	16	45		1	1	63
Total Junior High	1,340	3,245	5	1	9	4,600	108	85		1	2	196
Senior High:												
Apprentice Training .8	1,527	12	2	6	3	1,550	28					28
Northeastern 80	437	1,648		3		2,088	69	21				90
Trombly Trade 18	198	46				244	12	2				14
Total Senior High	2,162	1,706	2	9	3	3,882	109	23				132
Special:												
Detroit Day School for Deaf (East)	66	55			2	123	15					15
94 Garfield	14	213				227	5	6				11
Holmes, A. L. (incl. with Elem.)												
Leland	157	205		1		363	32	1				33
Total Special	237	473		1	2	713	52	7				59
Totals—Southeast District	**7,617**	**20,717**	**22**	**22**	**36**	**28,414**	**570**	**480**		**1**	**5**	**1,056**

***School has both elementary and junior high unit.**

11. RACIAL COUNT (15)

February 1961

School SOUTHWEST DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
Amos	725	10	29	1	10	775	21	3				24
Beard	684	2	4	1	6	697	18	3				21
Bennett	846	65	1	1		913	26	7				33
Boynton	27	1,350			2	1,379	27	15				42
Cary	319	313	1		61	694	12	11				23
Clippert	397	423	5		9	834	27	5				32
Fisher		312				312	3	6				9
Gillies	415	135	4	2	14	570	18	2				20
Hanneman	368	380	5		1	754	21	3				24
Harms	554	2		1	1	558	18	1				19
Higgins	778	31	2		11	822	22	3				25
Holmes, O. W.	417	326	1	2	5	751	21	4				25
Hunter	292	667	1	1		961	22	10				32
Jeffries	11	749		3	2	765	13	8				21
Logan	564	46	3	2	9	624	21	1				22
Mark Twain		171				171	2	2				4
Maybury	604	18				622	15	7				22
McKinstry	552	29	3	1	6	591	15	3				18
McMillan 72	219	353	3	1		576	17	6				23
Morley 76	247	578			2	827	15	16				31
Priest	853	356	6		6	1,221	39	4				43
Preston	116	119				235	7	1				8
Riverside	253	306				559	8	11	1			20
Sherrill	32	1,675	1		1	1,709	35	17				52
Webster	867	244	1		17	1,129	26	10				36
Total Elementary	10,140	8,660	70	16	163	19,049	469	159	1			629

School SOUTHWEST DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Junior High:												
Neinas 10.4	645	78	4	2	16	745	30	5				35
Wilson 2	967	21	6	1	14	1,009	36	2				38
Total Junior High	1,612	99	10	3	30	1,754	66	7				73
Senior High:												
Chadsey 41	1,560	1,114	10		8	2,692	106	9				115
Southwestern 62	726*	1,425*	1	2*	1	2,155*	71	5				76
Western 16	1,424	263	4	2	25	1,718	69	3				72
Total Senior High	3,710	2,802	15	4	34	6,565	246	17				263
Special:												
7. Logan 63	58	92			6	156	5	4				9
7. Lyster 68	91	178		2	14	285	9	5				14
Total Special	149	270		2	20	441	14	9				23
Totals—Southwest District	**15,611**	**11,831**	**95**	**25**	**247**	**27,809**	**795**	**192**	**1**			**988**

*These figures, which appeared in the original report, are erroneous. The correct pupil count for Southwestern High School is: White, 675; Negro, 1087; Asiatic, 1; American Indian, 1; Other, 1; Total, 1765.

1090

11. RACIAL COUNT (17)

School WEST DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Elementary:												
*Ann Arbor Trail	1,043		4			1,047	41					41
Barton	417		3			420	13					13
Carver	897		1	2†		900	35					35
Coolidge	1,166		6		2	1,174	38					38
*Dixon (incl. Junior High)	1,247		2		1	1,250	46		1			47
Everett	1,146		8		3	1,157	39					39
Ford	843	1	10			854	30					30
Gardner	666		1			667	22					22
Herman	1,540	70	7	1	2	1,620	51			1		52
Kosciusko	805		4		1	810	23		1			24
Leslie	755					755	26					26
Mann	926					926	29		1			30
Marsh	381		8			389	13					13
McColl	679		4			683	22					22
McFarlane	843	6	4		1	854	29					29
McLean	362	1	4			367	13					13
Monnier	777	84	2	1		864	33					33
Noble	1,085	178	11	1	3	1,278	39					39
Parker	1,085		1			1,086	37					37
Parkman	717		11			728	28					28
Ruthruff	276	392	5		5	678	19	2				21
Turner	150	113	1			264	8					8
Weatherby	422			2		424	15					15
Total Elementary	18,228	845	97	7	18	19,195	649	2	3	1		655

*School has both elementary and junior high unit.

†Canadian Indians.

11. RACIAL COUNT (18)

School WEST DISTRICT (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Junior High:												
*Ann Arbor Trail (incl. with Elem.)												
*Dixon (incl. with Elem.)												
Ruddiman .5	1,191	6	2		8	1,207	51					51
Tappan 61	579	906	10		1	1,496	62	1				63
Total Junior High	1,770	912	12		9	2,703	113	1				114
Senior High:												
Cody	3,525		6	2	4	3,537	142				3	145
Mackenzie 12	2,443 78	341	6	3	6	2,799	120	3				123
Total Senior High	5,968	341	12	5	10	6,336	262	3			3	268
Special:												
Oakman	312	88				400	32					32
Total Special	312	88				400	32					32
Totals—West District	**26,278**	**2,186**	**121**	**12**	**37**	**28,634**	**1,056**	**6**	**3**	**1**	**3**	**1,069**

*School has both elementary and junior high unit.

DISTRICT TOTALS

DISTRICT	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Center	2,059	47,032	84	10	62	49,247	935	791	2	1	1	1,730
East	9,681	21,475	67	12	93	31,328	802	270	1		3	1,076
North	23,236	13,157	56	8	36	36,493	1,169	175	1			1,345
Northeast	25,120	326	52	4	9	25,511	965	10	2			977
Northwest	36,201	198	101	21	42	36,563	1,320	3	4		1	1,328
South	8,821	14,193	106	31	302	23,453	626	348			1	975
Southeast	7,617	20,717	22	22	36	28,414	570	480		1	5	1,056
Southwest	15,611	11,831	95	25	247	27,809	795	192	1			988
West	26,278	2,186	121	12	37	28,634	1,056	6	3	1	3	1,069
GRAND TOTALS	**154,624**	**131,115**	**704**	**145**	**864**	**287,452**	**8,238**	**2,275**	**14**	**3**	**14**	**10,544**

11. RACIAL COUNT (20)

Administrative and Other Contract Personnel

February 1961

CLASSIFICATION	WHITE	NEGRO	TOTAL
First Assistant Superintendent	1	0	1
Assistant Superintendents	4	0	4
District Administrators	9	0	9
Administrative Assistants	10	2	12
Junior Administrative Assistants	16	1	17
Total Administrators	40	3	43
Principals:			
Elementary	166	6	172
Junior High	40	1	41
Senior High	21	0	21
Special Education	7	0	7
Trade	4	0	4
Apprentice Trade	1	0	1
Critics	2	0	2
Miscellaneous	2	0	2
Total Principals	243	7	250
Assistant Principals:			
Elementary	196	13	209
Junior High	41	0	41
Senior High	27	1	28
Special Education	9	0	9
Apprentice Trade	1	0	1
Miscellaneous	10	0	10
Total Assistant Principals	284	14	298

CLASSIFICATION	WHITE	NEGRO	TOTAL
Counselors:			
Junior High	46	11	57
Senior High	129	8	137
Trade School	2	0	2
Total Counselors	177	19	196
Department Heads:			
Junior High	93	5	98
Senior High	153	1	154
Nursing	1	0	1
Trade	4	0	4
TV	1	0	1
Ch. Music	1	0	1
NDEA	1	0	1
Miscellaneous	4	0	4
Total Department Heads	258	6	264
Supervisors:			
Division for Improvement of Instruction	32	0	32
Special Education	4	0	4
Instructional Research	1	0	1
Radio-TV	1	0	1
Adult Day School	1	0	1
Visiting Teacher	1	0	1
Great Cities	1	0	1
Attendance Department	8	0	8
Total Supervisors	49	0	49
Grand Totals	**1,051**	**49**	**1,100**

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

11. RACIAL COUNT (21)

February 1961

School SPECIAL PROGRAMS*	PUPILS					
	White	Negro	Asiatic	American Indian	Other	Total
Job Upgrading:						
Chadsey	7	30				37
Denby	27					27
Eastern	2	24				26
Mackenzie	29	9				38
Northeastern	3	24				27
Northern (A)	1	25				26
Northern (B)		25				25
Pershing	15	12				27
Redford	22					22
Southeastern	12	20				32
Southwestern	13	14				27
Total Job Upgrading	131	183				314
Trade and Voc. Ed.:						
†Aero Mechanics	188	9				197
†Cass Tech	2,775	1,217	31	3	2	4,028
Chadsey (Trade Div.)	400	211				611
†Farrand Trade	13	171			1	185
†Trombly Trade	198	46				244
†Washington Trade	92	227		1		320
Northeastern (Trade Div.)	130	101				231
Total Trade and Voc.	3,796	1,982	31	4	3	5,816

*Pupils enrolled in these special programs have already been counted in the school totals.
†The figures for these schools are from the school racial count, February 1961.

Number of Co-op. Students at Wilbur Wright High School on Jobs—March 6, 1961:*	NUMBER OF COOPERATIVE STUDENTS						Firms
	White	Negro	Asiatic	American Indian	Other	Total	
Curriculum:							
Automotive	8	0				8	4
Electrical	40	4				44	5
Manufacturing	11	2				13	10
Trade Drafting	34	1				35	9
Commercial Foods	3	3				6	3
Hospital Service	11	14				25	6
Needle Trades	0	0				0†	0
Retailing	9	0				9	4
Business	51	11				62	13
Totals	167	35				202	54‡

*Pupils enrolled in these special programs have already been counted in the school totals.
†Temporary Condition—some students are going out on jobs next week.
‡White employers 52, Negro employers 2.

11. RACIAL COUNT (22)

February 1961

School SPECIAL PROGRAMS* (continued)	PUPILS					
	White	Negro	Asiatic	American Indian	Other	Total
Cooperative Students:						
Retailing Students:						
Cody	25					25
Commerce	22	5				27
Denby	29					29
Mackenzie	21	1				22
Mumford	22	1				23
Pershing	17	2				19
Redford	32					32
Wright (Co-op.)	11	2				13
Total Retailing	179	11				190
Office Students:						
Central		9				9
Cody	54					54
Commerce	196	39			7†	242
Denby	44					44
Mackenzie	22					22
Mumford	21	2				23
Pershing	87	2				39
Southwestern	24	1			1‡	26
Wright (Co-op.)	51	11				62
Total Office	499	64			8	571

*Pupils enrolled in these special programs have already been counted in the school totals.
†4 Mexican. ‡1 Mexican.

Trades and Statistics of the Apprentice Training School:						
Bricklaying	47	1				48
Carpentry	387	3				390
Electrical	200					200
Glazing	22					22
Iron Working	66			2		68
Lathing		(3)†				†
Painting	83	2				85
Patternmaking	75					75
Plastering	46	3				49
Plumbing	128	1	(Coming in)			129
Resilient Floor Decorating	53	4	(Coming in)			57
Sheet Metal	159	7				166
Steam Fitting	63					63
Total	1,329	21‡		2		1,352

†Total Lathing not given.
‡Total includes 5 coming in and excludes 3 in Lathing, because total Lathing was not given.

School SPECIAL PROGRAMS* (continued)	PUPILS						ALL CONTRACT PERSONNEL					
	White	Negro	Asiatic	American Indian	Other	Total	White	Negro	Asiatic	American Indian	Other	Total
Cass Apprentice School:												
Carpentry	1					1						
Die Caster	2					2						
Diemaker	279	4				283						
Die Model Maker	10					10						
Diesinker	3					3						
Electrician	72					72						
Hardware Sample Maker	8					8						
Jig and Fixture Builder	19					19						
Machinist	9					9						
Machine Repairman	40					40						
Metal Model Maker	13					13						
Metal Worker	11					11						
Millwright	44					44						
Moldmaker	1					1						
Pipe Fitter	28					28						
Plastic Model Maker	1					1						
Sheet Metal Worker	8					8						
Tinsmith	7					7						
Tool and Die Maker	140					140						
Tool Maker	158					158						
Wood Model Maker	52					52						
Wood Pattern Maker	22					22						
†Stationary Engineer	175	100				275						
Totals	1,103	104				1,207						

*Pupils enrolled in these special programs have already been counted in the school totals.

†Not under the indentured Apprenticeship Program.

Adult Day School:**	White	Negro	Asiatic	American Indian	Other	Total	*Adult Day School Teachers (Combined):*					Total
Aero Mechanics Voc. H.S.	41	17				58	18	(Southwest)				18
Grayling	14	17			2	33	2	(North)				2
Western Y.M.C.A.	140	77				217	3	(Northeast)				3
Western Adult Day	131	90			1	222						
Totals	326	201			3	530	23					23

**Pupils enrolled in these special programs have not been counted in the school totals.

11. RACIAL COUNT (24)

February 1961

JOB UPGRADING STUDENTS ON WORK EXPERIENCE ASSIGNMENTS

As of Week Ending March 24, 1961

CENTER	MALE WHITE	MALE NEGRO	FEMALE WHITE	FEMALE NEGRO	TOTAL
Chadsey	4	1	1	0	6
Denby	4	0	4	0	8
Eastern	0	3	0	2	5
Mackenzie	1	0	2	0	3
Northeastern	1	1	2	3	7
Northern, a.m.	1	1	0	4	6
Northern, p.m.	0	0	0	3	3
Pershing	2	0	0	0	2
Redford	1	0	3	0	4
Southeastern	2	4	1	1	8
Southwestern	3	1	0	1	5
Total	19	11	13	14	57

SUPPLEMENTARY REPORT

SPECIAL PROGRAMS (Continued) JOB UPGRADING	Pupils in Attendance				Pupils Waiting for Openings		
	White	Negro	Other	Total	Male	Female	Total
Chadsey	7	30	—	37	13	2	15
Denby	27	—	—	27	3	2	5
Eastern	2	24	—	26	30	16	46
Mackenzie	29	9	—	38	5	5	10
Northeastern	3	24	—	27	38	14	52
Northern (A)	1	25	—	26	20	6	26
Northern (B)	—	25	—	25	77	9	86
Pershing	15	12	—	27	9	3	12
Redford	22	—	—	22	41	14	55
Southeastern	12	20	—	32	15	16	31
Southwestern	13	14	—	27	3	1	4
Total	131	183	—	314	254	88	342

Work Experience Assignment	Male	Female	Total
City of Detroit	10	9	19
Private Business	6	2	8
Social Agencies	16	10	26
State Vocational Rehabilitation Dept.	4	1	5
Total	36	22	58

12a. SCHOOLS HAVING 90% OR MORE NEGRO PUPILS

DISTRICT	STAFF			
	Mostly Negro	Mostly White	50/50	Total
C	14	9	9	32
E	4	6	1	11
N	2	3	1	6
S	4	—	3	7
SE	15	—	1	16
SW	1	—	1	2
Total	40	18	16	74

12b. SCHOOLS HAVING 90% OR MORE WHITE PUPILS

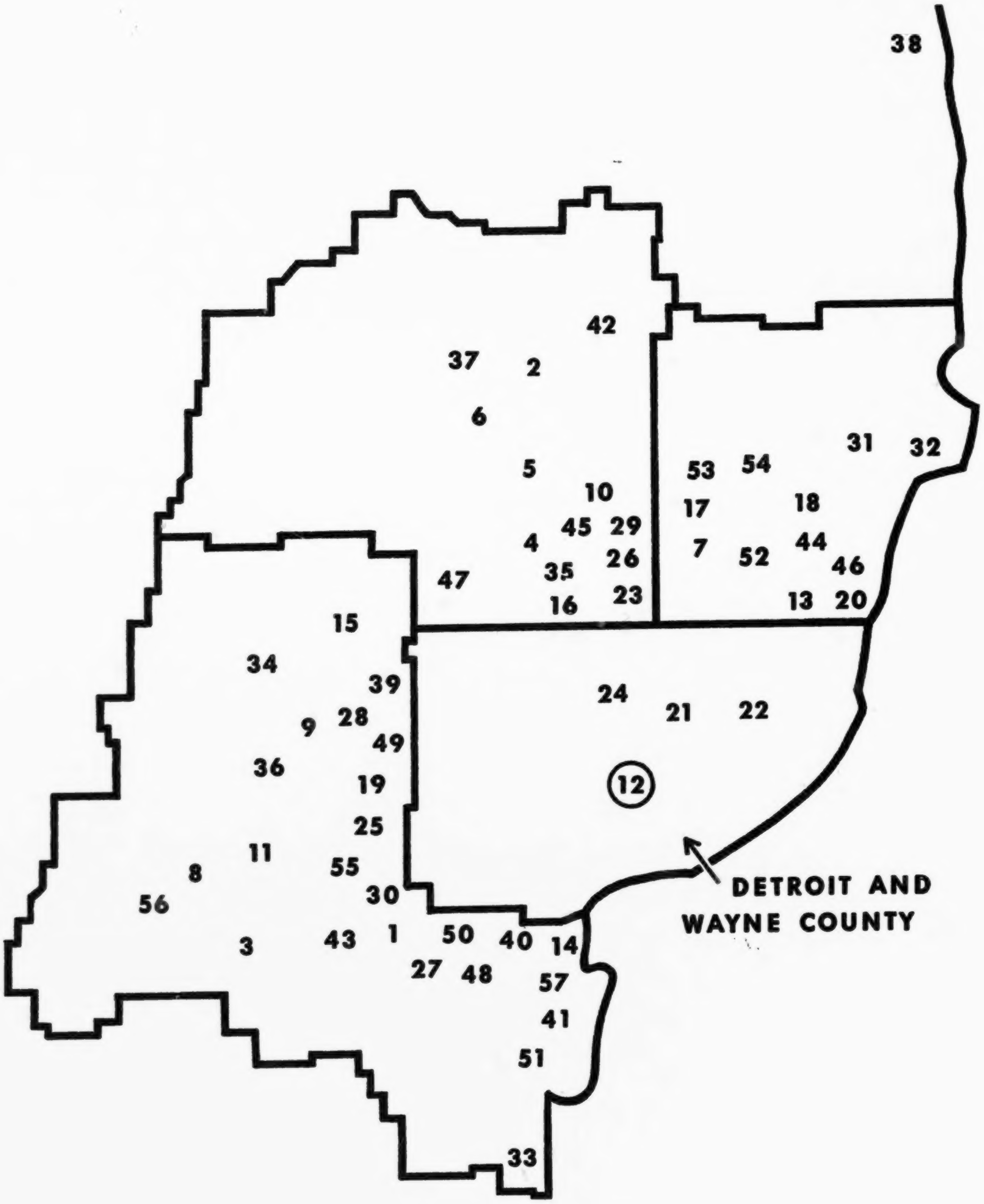
DISTRICT	STAFF			
	Mostly Negro	Mostly White	50/50	Total
C	—	1	—	1
E	—	3	—	3
N	—	10	—	10
S	—	—	—	—
SE	—	2	—	2
SW	—	8	—	8
W	—	23	—	23
Total	—	47	—	47

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

Appendix III

RELATED MATTERS

13. SCHOOL DISTRICTS IN THE METROPOLITAN AREA


38
42
37
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DETROIT AND WAYNE COUNTY

14 SALARY SCHEDULES FOR SCHOOL DISTRICTS IN THE METROPOLITAN AREA

September 1961—June 1962

SCHOOL DISTRICTS	BACHELOR'S DEGREE		MASTER'S DEGREE		INCREMENT
	Starting	Maximum	Starting	Maximum	
1. Allen Park	$4600	$7100	$4900	$7400	$250
2. Auburn Heights	4600	6600	4800	6800	200
3. Belleville	4650	6800	4850	7000	200
4. Berkley	4500	7380	4950	7965	225-270-315-396
5. Birmingham	4800	7750	5100	8250	225-250-275-300
6. Bloomfield Hills	4800	7300	5000	7500	200
7. Center Line	4800	7700	5100	8100	B.A. 255-290 M.A. 275-300
8. Cherry Hill	4800	7100	5200	7500	200-250
9. Clarenceville, Livonia	4725	7125	5025	7425	200-225-250
10. Clawson	4500	6750	4800	7050	250
11. Dearborn	5086.20	8174.25	5501.40	8983.89	300
11. Dearborn District #2	4700	7650	5000	8450	B.A. 235 M.A. 250
11. Dearborn District #3	4775	7325	5075	7625	250 (300 after 5 yrs)
11. Dearborn District #4	4750	7150	5155	7555	300
11. Dearborn District #7	4850	6950	5150	7650	200
11. Dearborn District #8	4700	7000	5000	7300	200
12. Detroit	5000	7700	5300	8000	300
13. East Detroit	4800	7600	5100	7900	280
14. Ecorse	5000	7900	5400	8300	300-500
15. Farmington	4700	7100	5000	7400	250
16. Ferndale	4600	7200	4820	7700	220-240-260 280-300-500
17. Fitzgerald, Warren	4800	7850	5200	8250	300
18. Fraser	4600	7600	5000	8000	300
19. Garden City	4700	6700	5000	7000	200-300
20. Grosse Pointe	4900	8775	5200	9525	225-312
21. Hamtramck	4800	7300	5050	7550	200
22. Harper Woods	4500	7200	4800	7500	300
23. Hazel Park	4800	7392	5184	7776	288
24. Highland Park	4800	7800	5100	8100	300
25. Inkster	4700	6900	5000	7200	200
26. Lamphere, Madison Heights	4700	7150	5000	7450	250
27. Lincoln Park	4600	7100	4900	7400	250
28. Livonia	4900	7760	5200	8320	260
29. Madison Heights	4700	6700	4900	6900	200
30. Melvindale	4900	7600	5250	7950	300

SALARY SCHEDULES FOR SCHOOL DISTRICTS IN THE METROPOLITAN AREA (Continued)

September 1961—June 1962

SCHOOL DISTRICTS	BACHELOR'S DEGREE		MASTER'S DEGREE		INCREMENT
	Starting	Maximum	Starting	Maximum	
31. Mt. Clemens	$4800	$7175	$4900	$7525	$B.A. 183 M.A. 200
32. Mt. Clemens, L'Anse Creuse	4750	7000	5050	7300	225
33. Monroe	4700	6700	5000	7000	200
34. Northville	4600	6800	4700	6900	200
35. Oak Park	4800	7700	5300	8200	250-300-400
36. Plymouth	4700	7500	5000	8050	150-450-250-350-250-150-250-250-350
37. Pontiac	4710	7347	4922	7700	210
38. Port Huron	4475	6325	4770	6770	200
39. Redford Union	4850	7450	5200	7900	300
40. River Rouge	5200	8000	5600	8400	300-350-400
41. Riverview	5000	7700	5300	8000	300
42. Rochester	4600	7120	4850	7370	200-220
43. Romulus	4525	6500	4900	7075	200
44. Roseville	4750	7250	5100	7600	250-300
45. Royal Oak	4750	7101.25	4950	7623	B.A. 261.25 M.A. 297
46. St. Clair Shores	4800	7200	5200	7750	200-300
47. Southfield	4600	7130	4900	7595	253-445 (varies)
48. Southgate	4850	7190	5150	7490	260
49. South Redford	4700	7950	5100	8350	325
50. Taylor	4900	7350	5200	7850	350
51. Trenton	4950	7750	5250	8050	200
52. Van Dyke	4925	7700	5075	8000	192-250-325
53. Warren Consolidated	4900	7900	5200	8400	300*
54. Warren Woods	4800	7000	5100	7300	200-300
55. Wayne	4806	7198	5106	7498	266
56. Willow Run	4600	6800	4900	7100	200
57. Wyandotte	4850	7580.55	5150.70	7881.25	257.05-329.80

* Extra $200 increment after 5 years experience on M.A. degree level.

PART FIVE

School-Community Relations

SCHOOL-COMMUNITY SUBCOMMITTEE

Wayne Stettbacher, *Chairman*
Earl Church
Herbert Eiges
George Gullen
Mrs. Mildred Jeffrey
Judge Nathan Kaufman
Mrs. Harold Thornell
Helen Perry, *Recorder*

SCHOOL-COMMUNITY RELATIONS

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SCHOOL-COMMUNITY RELATIONS

Introduction

The School-Community Subcommittee was created to consider school-community centered problems as part of the total study of equal educational opportunities in Detroit public schools.

At the outset, one of the major problems of the subcommittee has been to develop an understanding of what is meant by "community."

In a large city such as Detroit—with its heterogeneous subcommunities, its mobility, its changing neighborhoods, and its contrasting sets of values—the need for such understanding is paramount. We speak of "neighborhood schools," but is there actually organized or representative neighborhood structure in our city? With our expressways and modern means of communication, adults have too little involvement with their immediate neighborhoods. Our places of work, the organizations and meetings that we attend—even the churches or synagogues that we join — generally have no neighborhood ties.

One institution which comes closest to having a neighborhood concept is the school; and yet, even if there is a parent-teacher organization in that school, it frequently represents only a segment of that community. Who in the neighborhood is concerned with recreational facilities, with safety and health of the children, and with the over-all needs of the neighborhood? Who speaks for the neighborhood when a new high school is to be built or the boundaries of a school are to be set or changed? Generally spokesmen appear —but are they speaking in behalf of small vested interests, or do they represent the welfare of the total community? Wherever these issues arise and there does not exist any neighborhood organization established on democratic representation, someone will fill the void and claim to be the spokesman for the community.

Since the local school is associated with the neighborhood, the question arises: what should be the role of the school in neighborhood conservation and neighborhood revitalization? Although it is felt that it is not the job of the school to organize the community, yet the school must be a part of the community; the school must stimulate and encourage the formation of a community organization on some representative basis. No one in the city today provides the staff or financial aid necessary for this program. The Federated Community Council, although struggling to develop this type of organization, is almost helpless due to lack of staff and finances. What can or should the schools do to meet this need? Should this be a function of a school-community coordinator? Should the schools provide free rental facilities for these organizations so they do not dissolve for lack of a meeting place? Should such services as the school office, with its mimeograph machines, its typewriter, etc., be available for the mechanical needs of any organization? Can the high-school service area which includes junior high and elementary schools be the geographical nucleus for such an organization, although it should be broader than merely representative of parent-teacher organizations in the schools?

Many of these questions have been discussed by the subcommittee as it attempted to define the proper role of the school within the changing patterns of our total community. The report which follows represents a necessary attempt to assign priorities to the areas studied, on the basis of whether a solution would, in the opinion of the subcommittee, make a forward step in providing equal educational opportunities.

The subcommittee believes it to be imperative that the whole city understand the stake it has in raising the educational levels of any groups which are significantly low. Action to raise the levels of any group should be projected, not on the basis of charity or paternalism, but on the basis that the whole community will be benefited. No part of the community can afford to view itself or any other part of the community as a separate unit or island within the larger city. The rights of some must become the rights of all, if the people of the city are to rise together in achieving its ultimate destiny.

GENERAL PROCEDURES OF THE STUDY

Beginning its study in January 1960, the subcommittee spent the past year and one half collecting data and information on the subject. A sampling of the range of community concerns was obtained from hearings with many different citizen groups representing business, labor, homeowner associations, and social and community agencies. The subcommittee visited different types of schools and met with members of staff responsible for programs in apprentice training, cooperative business and retailing education, the Great Cities School Improvement Program, guidance, job upgrading, parent-teacher associations and parent clubs, special education, visiting teachers, and vocational education, as well as most members of central administrative staff. Additional information was obtained through written communication with social agencies and many other interested groups.

The subcommittee also studied the school-community findings and recommendations of the Citizens Advisory Committee on School Needs. Several of the 30 recommendations submitted by that committee were found to bear significantly upon the school-community report on equality of educational opportunity. The present subcommittee concurs in the action of the Board of Education in implementing certain school-community recommendations by the School Needs body, especially in the creation of the Division of School Relationships and Special Services. During the short period since the formation of that division, progress has already been made in improved school-community relations. It will take time before the division becomes fully staffed and integrated with all other divisions and departments within the Detroit public schools. Nevertheless, the need is great to bring the staff to full complement speedily, and to involve the division in the planning and decisions at all levels which directly or indirectly affect school-community relations. The division should be given every opportunity to increase its stature and the scope of its operations in the schools and in the community, in line with the objectives with which it has been charged. Increasing the staff and the scope of operations of the Division of School Relationships in no way alters the primary role and responsibility of the school principal and other key personnel. It is the local school principal who serves as the active link between community and school at the grass roots level. It is still his role to effect good relations in his day-to-day contacts with all parents.

The subcommittee recognized a real need at the outset to sample school public opinion and to learn about school-community concerns. The subcommittee was able to make detailed studies in depth of some of the areas probed. In other areas, however, time limitations prevented the subcommittee from doing much more than identifying a general area needing further study. Recommendations, therefore, will reflect the unavoidable limitations imposed by time and by the multiplicity of problems involved in school-community study.

The subcommittee listened to testimony from many community groups. The comments by members of certain groups were impressive in that they appeared to reflect deep-seated concerns. The subcommittee proceeded on the assumption that the existence of these deep-seated concerns in the minds of a considerable number of people — the very circumstance that many people believed these statements to be true—is a fact, and therefore merits careful consideration. The task of the subcommittee has been to weigh all the evidence to determine whether educational opportunities are equal and whether progress being made is adequate for the needs of the entire city.

The subcommittee believes that the community will need to be taken into the confidence of the Board and their points of view shared for mutual benefit. However, while changes are being carried out and when progress has been made, it may well be that critical groups might well consider new and positive ways in which *they* may help the entire community. Such self-examination may suggest new *roles* for them in making people aware of new opportunities created, as well as other opportunities which may have existed all along but have been overlooked.

The challenge has been made to the entire city to face the problem of unequal educational opportunities. The challenge to constructive critics to examine anew how they can best help the community is equally serious and deserving of attention.

The attitudes about schools held by various people in the community were reported to the subcommittee; these attitudes run the full range from complete approval to almost complete mistrust and disapproval. Some of the negative attitudes expressed to the subcommittee appear to be of such deep concern that they must be considered to represent real community tensions.

Following are some of the subject areas in which concerns exist:

1. Some teachers appear to have a deep concern for all youngsters regardless of their status; others seem unable to accept values that differ from their own.

2. Parents of capable Negro children complain of a double standard: one set of rules and attitudes displayed by school people toward the white middle class, and another standard of treatment

toward the white lower class and the entire Negro people.

3. Parents of capable children complain of school standards falling as more and more families enter the district; they say they must send their children to other schools or move out of the area.
4. Parents of capable Negro children complain of lack of challenge in segregated schools; they say they must send their children to private schools.
5. Busing children by grade, rather than geographically by streets, permits segregation and results in unequal educational opportunity.
6. When some citizens objected to the recent busing of Negro children to all-white schools, the Board held firm to its policy on pupil transfer.
7. Equal educational opportunities cannot exist in a segregated system.
8. The school administration should face up to community problems which exist.

While these expressions are but a few of the many presented by individuals and groups, they do indicate a sampling of the kinds of concerns expressed. The subcommittee has tried to view these expressions objectively but without neglecting their subjective overtones.

Communication is frequently a major problem in school-community relations. The subcommittee maintains that the community needs to know constantly *what* the schools are doing to eradicate inequalities in educational opportunities. Assurance and confidence that the schools *are* doing their very best is essential in building strong school-community relations.

Additional data made available to the subcommittee have revealed certain factors which may help to explain the genesis of some school-community feelings. For example, a recent racial count of public-school pupils[1] clearly shows that Detroit public schools are still highly segregated in some sections of the city, while well integrated in many others. Community housing patterns are reflected in the school student composition, so that most white pupils are concentrated in the Northwest, Northeast, North, and West Districts, while Negro pupils and some white pupils are concentrated in the Center, East, South, Southeast, and Southwest Districts. Negro teacher assignments follow the same general pattern mentioned above. Furthermore, this new evidence points to an important development: whereas the total Negro population of all children in both parochial and public schools in Detroit is roughly 30 per cent of the total pupil enrollments, it is now somewhat misleading to refer to Negroes as a minority group (an expression which somehow suggests a small minority), since Negro pupils in *public schools* constitute 45.6 per cent[2]—almost half—of the total pupil body.

Studies of various factors as they apply in each of the nine school districts have revealed inequities which, despite such efforts as have been made by the school administration, have not been completely corrected. These inequities are most sharply illustrated in the following factors: age of school plant, and size and condition of playgrounds; distribution of Emergency Substitutes Regularly Placed, Probationary I and Probationary II teachers; size of classes; size of schools, distribution of experienced teachers; standards of achievement; participation in special programs such as Apprenticeship Training; and others. Unfortunately, the incidence of these inequities is greatest in those districts with high concentrations of Negro pupils.

This brief review of some of the factors generally used to measure equality of educational opportunities supports the statement that the educational opportunities of many children in Detroit public schools are not equal to the best. An attempt will be made to indicate other inequities as they relate to school-community relations in the section of the report on recommendations.

The findings and recommendations portion of the report is devoted to the following main topics:

I. Size and Formation of Districts
II. Teacher and Administrative Personnel
III. Variations in Educational Levels in Different Schools
IV. Allocations of Special Funds for Low-Income Areas
V. Division of School Relationships and Special Services
VI. Additional Recommendations Aimed at Strengthening School-Community Relations

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[1] See Personnel Subcommittee Report, Appendix II-11; also pp. 75 ff.

[2] The figure which appeared in the original report was 46.5 per cent.

SCHOOL-COMMUNITY RELATIONS

Recommendations

I. SIZE AND FORMATION OF DISTRICTS

Many complaints have been received from parent groups in the Center District; for example, with regard to differences in a variety of factors, all of which it is claimed tend to lower the prospect for equal educational opportunities for children in that district. The following data[3] about the Center District have been brought to the attention of the subcommittee:

> The district had approximately 13,000 more children than the next largest district.
>
> It had 402 more teachers than the next largest district.
>
> It housed 49,247 students in 41 schools, whereas the next largest district housed 36,493 students in 47 schools.
>
> Many facilities are very old.
>
> The average size of elementary schools in the district was 298 pupils larger than the average for all the districts.
>
> It had the largest number of classes in excess of 40 pupils.
>
> The district had 165 *more* Probationary I and II and Emergency Substitutes in Regular Positions than the average for all the districts (215 average). 28.3 per cent of the elementary and junior high teachers are of this type in the Center District, while 13.4 per cent of this type of teacher are found in the Northeast District.

The rapid population growth of the Center District has been a central factor in creating the above-mentioned inequities. The subcommittee has examined data indicating that some steps have been taken to reduce these inequities; but that the progress — for example, in the rate of reduction of ESRPs—has been slow and has actually been greatest in those districts where the percentages were already at reasonable levels.

On the other hand, the examination of the same data reveals inequities in other districts. For example:

> The East District had twice as many Emergency Substitutes in Regular Positions as the Center District.
>
> Both the Southeast and Southwest Districts had more Emergency Substitutes in Regular Positions than the Center District.
>
> The Southeast District had 37.6 per cent of its teachers at the elementary and junior-high levels who are Probationary Is and IIs or ESRPs and the East District had 37.1 per cent of this type of teacher, while the Northeast and the Northwest had only 13.4 and 14.9 per cent of its staff, respectively, who were not regularly assigned teachers.

While corrective measures are being developed to ease the school housing problem through construction of new school buildings, the subcommittee concludes that the Board of Education and the administration should seek to alleviate the tensions that have been generated in the community by these circumstances.

1. THE BOARD OF EDUCATION SHOULD MAKE DETAILED STUDIES OF COMPARATIVE EDUCATIONAL OPPORTUNITIES DISTRICT-BY-DISTRICT AND TAKE CORRECTIVE MEASURES TO EQUALIZE EDUCATIONAL OPPORTUNITIES AMONG DISTRICTS.

Since the largest amount of evidence of community tension originates in the Center District, the subcommittee feels that the Board should concentrate much of its attention on this area. At the same time, it should not overlook other districts previously mentioned where inequalities appear to exist.

Challenges are of this type: (1) that existing district and school boundaries in the Center District and in other districts have resulted in containment; (2) that an overwhelming number of Negro teachers are concentrated in these areas; (3) that there is some feeling of hostility or apathy toward the children in too many instances.

It is to correct unequal opportunities in the various districts and to reduce tensions, that the subcommittee calls upon the Board of Education to turn all possible analytic and evaluative forces to work in those districts where obvious inequities are present.

---

[3] Data compiled as of June 1960.

II. TEACHER AND ADMINISTRATIVE PERSONNEL

All teachers and administrative personnel should maintain an interest in the local school neighborhood and develop an understanding in depth of the school community. The principal and the teacher as an effective team set the climate and help to determine the aspirations of a school. If they are enthusiastic in their work and challenged by their jobs, this will be evident in the following ways:

(a) how they attempt to reach parents of present and former students;

(b) the kinds of human-relations programs they develop;

(c) their aspirations for improving the community and their school;

(d) their understanding and appreciation of the history and achievements of the people in the local community and their needs;

(e) their awareness of the needs of all children in the community, including the average, the gifted, the handicapped, and those with various socio-economic needs.

2. The role, responsibilities, and performances of principals should be continuously evaluated and studied from the standpoint of improvement in community relations. District administrators, in cooperation with the Division of School Relationships and Special Services, should be made responsible for the development and administration of effective criteria to measure progress in school-community relations and firsthand observation, sampling of community opinions, and written reports should be utilized. The criteria for measuring progress should be developed cooperatively by district administrators, principals, and teachers.

Some cases have been brought to the subcommittee's attention which have indicated that the performance of principals and teachers in changing neighborhoods and in lower socio-economic localities is seldom evaluated by administrators. It has also been pointed out that some principals and teachers never actually get into the homes in their communities and, therefore, have little real understanding of home problems and resources that might be helpful to the school.

3. A review should be made of the job of each district administrative position in relation to the community; additional help should be provided so that the district administrator can delegate some responsibilities to assigned assistants.

The subcommittee recognizes that the load placed upon a district administrator is far beyond that which might be called normal. The district administrator is virtually a school superintendent responsible for a community of a quarter-million people. If the responsibilities of the district administrator are to be fully carried out, the question of providing additional staff for the district administrator should be reviewed. This recommendation is made because of the vast field of services handled by the office of the district administrator, among which are essential services for the community.

4. Each district should consider the formation of a group of citizens working with the district administrator in a permanent citizens advisory capacity to improve the school program and school-community relations as well. These committees should meet from time to time to share views, problems, etc.

This group might serve as a side-channel for complaints and hearings in the district. This might help citizens to feel secure in approaching the schools with their proposals and anxieties. Existing citizen protest groups have claimed that they would not have organized had there been a group of citizens and independent advisers in their district conversant with school affairs.

5. The Board of Education should recommend to teacher-training institutions in the State of Michigan and wherever else possible that they offer courses or work in inter-group relations and in human relations, including field trips and diversified community contacts not currently provided in regular college curricula.

Teacher-training institutions within the metropolitan area have a community-relations laboratory available in the city of Detroit, if they will recognize the opportunities which exist for broad community contact, both in laboratory experiences and in *practice-teaching assignments.* Community social agencies as college consultants could be utilized more to develop a real awareness of community problems.

Such training is a necessary qualification for teachers working in the city of Detroit. This would involve teacher-training institutions in this area and others *not* in the immediate area whose graduates regularly apply for positions in Detroit. The Board of Education could well consider the strengthening of its liaison with colleges of education.

6. MORE TEACHERS AND LOCAL SCHOOL ADMINISTRATORS SHOULD PARTICIPATE IN THE ACTIVITIES OF PARENT-TEACHER ORGANIZATIONS AND OTHER COMMUNITY GROUPS WHICH ARE CONCERNED WITH THE PROBLEMS OF THE CHILDREN WHO ARE A PART OF THE COMMUNITY IN WHICH THEY TEACH.

A majority of teachers and administrators do not live in the communities in which they teach. Opportunities to meet with the parents of the children they teach to discuss matters of mutual interest and concern, and to participate in planning community and/or school activities for both adults and children, would give both school personnel and parents opportunity to develop an understanding of each other.

One of the objectives of the National Congress of Parents and Teachers (PTA) is "To bring into closer relationship the home and the school, that parents and teachers may cooperate intelligently in the training of the child."

III. VARIATIONS IN EDUCATIONAL LEVELS IN DIFFERENT SCHOOLS

A persistent and ever-growing problem in school-community relations is raised by parents who express dissatisfaction with the educational levels of achievement in the schools their children attend.

Complaints have been received from parents in advantaged areas of the city who state that their children are not being challenged to their highest levels. National studies have shown that this is also a problem in other cities, and that underachievement among gifted children has ranged from 12 per cent in one school studied to 42 per cent in another.

Parents in other areas of the city are increasingly registering their complaints about the standards of one school as compared with another. They notice the variations in achievement, educational standards, and marks, when their children transfer from one school to another. The need for common goals and reasonable standards of competence in core subjects in all schools is clear.

The results of city-wide achievement and intelligence test data made available to the subcommittee do substantiate the allegation that achievement varies throughout the city. Certain districts and certain high schools had *low* potentials (as measured by intelligence tests) but the achievement level in these schools and districts was slightly *above* their measured potentials. On the other hand, other districts and high schools where the so-called potential was extremely high on intelligence tests, were achieving slightly *below* their tested potentials.

The vast differences that seem to exist in the potential of students, the ability of students in certain areas to work above their potential, and the findings that point out that students with high potential do not seem to be challenged adequately—all of these point to the need for careful review and study on the part of the Board of Education.

At the present time we have approximately 90,000 of our 288,000 children who register low scores on intelligence potential tests and low scores on achievement tests. Many of these drop out of high school. Of the 11,000 children who graduate from high school each year, probably one-third or 3,500 children show low achievement and must be considered to be inadequately prepared to take their placement in a changing employment world. In a period of ten years, possibly we would graduate 35,000 such children.

The subcommittee recognizes that in some schools in lower-economic multi-problem areas, school staffs *are* making progress to upgrade educational achievement of their pupils against almost overwhelming odds.

The subcommittee has learned about the spectacular results obtained a *decade* ago among students of the Southfield Opportunity School which accepted cast-offs and drop-outs from schools throughout the entire city. The priceless ingredient peculiar to this "experiment" was individual interest displayed by the teacher and the opportunity of unlimited personal attention to the disadvantaged student. Peculiarly, the "misfits" in this experimental salvage effort came from *all* economic levels; they were not limited to the lowest socioeconomic levels of our Detroit community. These boys were given a "dream" of accomplishment and a taste of successful achievement. The effect was magical. When the experiment was terminated, it left 420 students stranded in their educational careers. However, it was reported that 400 re-entered high schools in their home neighborhoods, and many completed their high-school education with some entering college.

The subcommittee has examined the Great Cities School Improvement Program[4] now functioning in a limited number of schools (7) as a promising attempt to meet, on a small scale, the difficulties of educational achievement in multi-problem areas. We will be interested in examining evaluative research data on the accomplishments of this program, after it has been in operation for a longer period. The subcommittee has also examined action programs in several other cities, designed to raise the educational achievement of their schools. The initial success of these programs suggests to the subcommittee that the problem is not insoluble wherever school systems *recognize that there is a problem and attempt in an imaginative way to find a solution.*

If continued progress is to be made to raise educational achievement in all schools, the subcommittee believes that schools, parents, and the community must all make a significant contribution. Schools will need to:

1. Understand that intelligence tests are not the absolute determiners of potential or the infallible instruments of measuring learning capacity that many have thought them to be. New research in this area is slowly emerging to shed new light on the concept of human potentiality.
2. Develop unique programs of education to meet the needs of the advantaged child and the child without these advantages.
3. Continue to raise their own levels of aspiration for their pupils and for their community, by exposing them to examples of more abundant living in other areas.
4. Find ways of freeing the creativity and talents that all pupils have.
5. Help all children move in the direction of achieving the kind of self-discipline necessary for effective learning in school and for effectiveness as citizens in the community.
6. Provide an enriched cultural exposure for the average child.
7. Keep school libraries open after school hours.

Parents will need to:

1. Make efforts to keep their children in school regularly throughout the entire school year.
2. Emphasize to their children the importance of educational achievement by both word and action, interest in the school and its activities, and participation in parents' groups in the school.
3. Read to children at home, and take every advantage to increase their children's range of experiences.
4. Make every effort to understand the problems of the school and thus to cooperate in cultivating desirable discipline in the child.
5. Participate actively in educational activities the community offers.

The community will need to:

1. Give support to the schools to meet the needs of pupils.
2. Enable children to take trips to see other neighborhoods or visit factories or business offices.
3. Institute or amplify health programs.
4. Provide the encouragement and financial backing to enable schools to organize an experimental educational unit on a different basis for improved learning.
5. Provide financial backing for the community use of schools.
6. Study the problem of adequate job opportunities and provide necessary on-the-job training.

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[4] *Great Cities School Improvement Program.*—The Great Cities Project is a "confederation" of the public school systems of fourteen of America's largest cities. They are organized to share solutions to a mutual concern—the provision of a better education for culturally deprived children who live in "gray areas" (slums) within the large cities, and whose numbers increase year-by-year. Each city is attacking a part of the problem. Detroit's project involves 7 schools, 420 staff members, and 10,000 children. Among its specific aims are: an increase of competence in basic skills; greater parent participation and interest in school activities; and, increase in pupil motivation to learn.

7. **The Board of Education and the community should take effective measures, such as the Higher Horizons Program in New York City and the Great Cities Project in certain of the Detroit public schools, to compensate for the cultural deficit that exists in many areas of our city so that the cycle of cultural deprivation running from generation to generation can be broken and the achievement level of each child can be raised to his full potential.**

8. **The Board should conduct a wide community educational program to assure all parents that wherever their children attend school, continuous efforts are being made to raise the educational level of the children.**

9. **The Great Cities Program should be continued and expanded to other schools.**

The subcommittee feels that the Great Cities Program, now functioning in Detroit in a limited number of schools, should be enlarged as soon as practical with a view to making possible new cultural patterns in specific areas where needed, with advancement in the solution of home problems such as health, home financing, and budgeting, and training in specific areas —all of which will go far in the direction of upgrading standards and accomplishments of our school children. This program can open up new vistas of possible goals heretofore not a part of the thinking of many of our Detroit families.

IV. ALLOCATION OF SPECIAL FUNDS FOR LOW-INCOME AREAS

A city which makes an effort to provide special fund support wherever needed does so for two reasons. (1) *It recognizes the differences of individual pupil needs because of the conditions under which some children must live and learn and grow to maturity.* An awareness of individual pupil needs sometimes develops when citizens learn, for the first time, that thousands of Detroit children would be without clothing to wear if it were not for the annual school "clothing drive"; or, that for many thousands of children the school represents the only bright event in their day —a time when they are for a few hours removed from squalid homes and neighborhoods. (2) *It recognizes the unique functions of schools in depressed areas, which must somehow raise the levels of student aspiration to standards higher than those which exist in some students' homes and neighborhoods:* it also recognizes that the task of schools in such areas is infinitely more difficult than in other areas where many pupil needs are adequately met in the home. Finally, there is a real awareness that, unless the schools can meet this challenge successfully, the result ten years hence will be that thousands more young adults in our community will be ill-prepared, as a result of their faulty education, to meet the challenge of adult citizenship.

Such a point of view has been termed "compensatory" education, since it adjusts instruction, programs, and facilities to the needs of the individual pupil. One city has reported that a budget of $50 extra per student, together with some additional staff help, provided an initial program which has resulted in significant progress and improved achievement of many of their pupils. *Where* such facilities for compensatory education should be afforded in each local school or in regional schools is not the decision of this subcommittee. It is of the opinion that the administration and the Board should be aware of the need and give the matter careful attention.

10. **Because of the essential character of the Attendance Department service in assisting children to attend school regularly, be properly cared-for and equipped, and be in an attitude conducive to success in school, provision should be made for Attendance staff members to have more time for extensive family and pupil counseling, and for cooperative effort with other social agencies. Either the staff should be increased or some of its duties, essential but not urgently requiring the specialized skills of the department, should be re-assigned. Because of the close and significant link which the department provides between the school and the community on an extensive scale, the present requirement of teacher certification for attendance officers should be continued.**

11. THE ADULT-EDUCATION PROGRAM SHOULD BE EXPANDED AND ADEQUATELY PUBLICIZED, ESPECIALLY IN MULTI-PROBLEM AREAS[5] TO MEET THE NEEDS OF THOSE AREAS. THE ADVICE AND COOPERATION OF THE LOCAL PEOPLE SHOULD BE SOUGHT.

The committee is aware of the considerable effort now being made by the Adult Education Department in publicizing the adult-education program through the daily and neighborhood newspapers, the radio and TV stations, and the distribution of printed take-home copies of the complete program to school pupils in their classes, plus mailings to all known interested organizations and employers.

The committee urges special effort by the Adult Education Department in making known to parents residing in lower socio-economic areas of the opportunities to attend evening classes, as is being done in Los Angeles and in other large cities.

In the inner city area there are few adult-education classes. There is now a beginning demand for them because social agencies, such as the Girl Scouts, the Boy Scouts, the Neighborhood Service Organizations, and the Great Cities Project, have awakened the parents to awareness of gaps in the basic knowledge they need in order to help themselves and their children. Experience in the Great Cities School Program has indicated that there is a need and a possibility for an intensified adult-education program in all areas of the city. In some areas, however, it is not enough merely to open the doors to announce that a program is available. Measures must be designed and steps taken to involve and bring these people into the program. In November of 1960, when auto industry layoffs were great, the Michigan Employment Security Commission had applications on file from 160,000 job seekers. Of these 104,000 had not completed high school and 20,000 had not completed elementary school. Only 2 per cent were college graduates.

As a part of this program, it is suggested that simple educational materials, as well as school newspapers containing adult-educational material, might be sent into the homes particularly of elementary pupils.

12. THE BOARD OF EDUCATION SHOULD CONTINUE TO WORK MORE CLOSELY WITH CITY PLANNING AND THE HOUSING AND RECREATION COMMISSIONS IN THE DEVELOPMENT OF SITES OF PUBLIC HOUSING PROJECTS TO AFFORD SCHOOL CHILDREN BETTER ENVIRONMENTAL ADVANTAGES.

The criticism has been expressed that housing projects have been located without proper regard for the environmental advantages of the children who are to live in these facilities.

Children from lower-income areas are disadvantaged by reason of lack of opportunity to associate with children from more advantaged areas. Public housing projects located in or adjacent to slum areas continue to deprive children of the opportunities of normal growth through regular play association with children of non-slum areas.

Children housed in public housing projects located in areas lacking adequate recreation facilities are deprived of normal growth opportunities due to such confinement in crowded neighborhoods. Adequate playground facilities should be provided within reach of children residing in public housing facilities.

13. SPECIAL FUNDS SHOULD BE ALLOCATED TO ALL SCHOOLS, BUT ESPECIALLY IN THESE AREAS WHERE THE AVERAGE INCOME IS LOW, TO BE SPENT AT THE DISCRETION OF THE PRINCIPAL AND TEACHERS FOR TRIPS TO INCREASE THE CHILD'S SOCIAL AND ECONOMIC HORIZON AND FOR SPECIAL EQUIPMENT NOT PROVIDED BY THE BOARD OF EDUCATION.

14. IN ADDITION TO THE PRESENT PROGRAM FOR INDIGENT CHILDREN, WHICH IS CITY-WIDE, ALL SUPPLIES SHOULD BE PROVIDED AT SIGNIFICANTLY REDUCED COST TO THE ELEMENTARY AND JUNIOR HIGH SCHOOL PUPILS IN AREAS THAT ARE BELOW AVERAGE INCOME.

15. HIGH SCHOOL PUPILS COMING FROM THESE SCHOOLS SHOULD BE PROVIDED WITH TEXTBOOKS, SCHOOL SUPPLIES, HEALTH CERTIFICATES, GYMNASIUM SUITS AND SHOES, SEWING MATERIALS, ETC., AT SIGNIFICANTLY REDUCED COST, SO THAT THESE PUPILS WILL NOT BE EDUCATIONALLY DISADVANTAGED IN ANY WAY.

16. A COMMITTEE COMPOSED OF THE APPROPRIATE SCHOOL OFFICIALS SHOULD ESTABLISH CRITERIA FOR SCHOOLS TO RECEIVE THESE SERVICES, PLAN SUITABLE METHODS, AND DESIGNATE THE SCHOOLS.

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[5] *Multi-problem area.*—A community area with a greater relative concentration of social problems and undesirable living or environmental conditions, such as poor housing and overcrowding.

17. Although the committee urges the continuation of free textbooks, lunches, and bus tickets to students who are unable to pay for these services, it recognizes that these are budgetary items which properly belong to other governmental agencies. It is hoped that these agencies will be able in the near future to assume these responsibilities and that the school dollar will be utilized for educational purposes. These free services should be extended on a temporary basis quickly after the beginning of a new semester; otherwise the child will be penalized until such time as the parent's request for free services has been approved or denied. Decisions as to who should receive these services should be centered in one department, possibly the Attendance Department, in order to provide a uniform policy based on the professional training and insight of the staff working in the community.[6]

Since one department such as the Attendance Department operates over a much larger area than any one school, uniform and equitable decisions are much more likely to occur if handled by them. If the decisions were to be left to the individual schools, many inequities would result, not only among schools but within schools as well.

V. DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES

18. The responsibility (jurisdiction, authority) of the Division of School Relationships and Special Services should be extended and, if necessary, reorganized so that it can deal more effectively with those problems which profoundly affect the quality of program and the climate of school-community relations.

Specifically it is recommended that:

A. The division should serve as a consultant on a regular and continuing basis in the establishing and changing of school boundaries and in the transportation of students from one school to another.

Although the division may be the first office called by a troubled parent, a parent-teacher organization, or a community group when school boundaries are changed, the division not only has not been involved in these decisions but in many instances has not been informed of the changes.

While no criticism is implied here of the sincere efforts of any administrative units to plan the best physical facilities for students and for the most efficient use of school plant, experience through the years clearly demonstrates that the changing of school boundaries, anyplace in the city, sometimes creates tension, uncertainty, and frequently resentment.

It is the belief of the committee that the division should be expected to provide these services:

1. Counsel in evaluating the racial, ethnic and religious factors in the school population and proposed redistricting.
2. Advising the various administrative units how best to effectuate the Community Relations Subcommittee Recommendation 4, Citizens Advisory Committee on School Needs, and adopted by the Board of Education that "A complete analysis be made immediately of all boundaries within our city for the express purpose of establishing school districts that will be based on major principles: safety of the child; distance involved; efficient use of school plant; *and the inclusion of all ethnic, racial and religious groups residing in each school area*."[7] When it is necessary to adjust school boundaries to accommodate shifts in population, major consideration be given to the racial integration of pupils in all areas of the city.
3. Advising the principal of the school affected by boundary changes on methods and procedures of informing parents and pupils of proposed changes.
4. Providing assistance in interpreting proposed changes to the school neighborhood and the general community.

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[6] This recommendation and the comment thereto are identical with Curriculum and Guidance Recommendation 7.

[7] *Op. cit.*, pp. 140-41. Italics introduced by the present subcommittee to emphasize a clause, but without changing the wording of the original recommendation.

It is hoped that the involvement of the division in planning and in preparing schools and parents for changes will avoid to a large extent the recurrence of situations in which parents find it necessary to protest to the administration and to the Board.

These proposals are not offered as panaceas, but are based on the solid conviction: (a) that more than the simple arithmetic of the number of seats in the school must be taken into consideration in determining school boundary changes and the busing of children out of their own school district; (b) that when all factors are carefully weighed in making boundary and busing determinations, on the whole parents respond affirmatively when they are given all the facts and the rationale of all proposed changes.

B. THE DIVISION SHOULD BE ASSIGNED THE RESPONSIBILITY OF MAKING A CONTINUING STUDY OF COMMUNITY-RELATIONS PRINCIPLES WHICH SHOULD GUIDE THE DETROIT SYSTEM IN ESTABLISHING BOUNDARIES, PARTICULARLY IN THOSE COMMUNITIES WHERE THERE ARE SHIFTS OF POPULATION CREATED BY CIVIC DEVELOPMENTS SUCH AS HIGHWAYS, URBAN RENEWAL PROJECTS, ETC., OR CHANGES IN ETHNIC, RACIAL, OR RELIGIOUS COMPOSITION.

C. THE DIVISION SHOULD BE ASSIGNED THE RESPONSIBILITY OF WORKING WITH THE CURRICULUM COUNCIL AND THE DIVISION FOR IMPROVEMENT OF INSTRUCTION IN THE SELECTION AND PREPARATION OF INSTRUCTIONAL MATERIALS INCLUDING TEXTBOOKS, LIBRARY BOOKS, RESOURCE MATERIALS, FILMS, AND OTHER VISUAL AIDS TO ASSURE FAIR AND ACCURATE PORTRAYAL OF ETHNIC, RACIAL, AND RELIGIOUS GROUPS, THAT SUCH MATERIALS ARE SENSITIVE AND RESPECTFUL OF MINORITIES AND REFLECT THE DYNAMICS OF AN EXPANDING DEMOCRACY.

D. ADDITIONAL STAFF SHOULD BE PROVIDED FOR THIS DIVISION TO GATHER AND INTERPRET RESEARCH DATA IN THE FIELD OF COMMUNITY RELATIONS.

The CAC on School Needs and this committee believe that research in the field of community relations needs to be greatly strengthened, as well as the depth and extent of all research operations of the Board.

E. AN INFORMATION AND COMPLAINT BUREAU SHOULD BE ESTABLISHED IN THE DIVISION, SO THAT A SYSTEMATIC AND FAIR METHOD IS PROVIDED BY THE BOARD OF EDUCATION FOR HANDLING CONCERNS AND COMPLAINTS BY PARENTS AND OTHER CITIZENS. THIS PROVISION SHOULD ALSO ASSURE THAT NO RETALIATION OR RETRIBUTION SHALL BE APPLIED TO ANY CHILD WHOSE PARENT IS MAKING A COMPLAINT.

This bureau would provide a central office for those seeking information and for parents, school personnel, and the general community to register complaints. The bureau would have the responsibility to refer inquiries and complaints to the appropriate departments or agencies of the school, to keep record by schools of these inquiries, to make an annual study of inquiries and complaints received by the bureau, and on the basis of such study to recommend changes in school policy as they are required.

The CAC on School Needs, in Community Relations Recommendation 2, Section E, stated:

> Most complaints are handled at the local school level. This practice should be encouraged. However, many parents and citizens, either because they are not familiar with the procedure or are reluctant to bring their problem to the local school, call or come to the central office.
>
> Although many staff members at the central office do handle complaints, it is believed that the establishment within the Division of School Relations of a special department, consisting of skillful and trained personnel, is necessary. This step will expedite the handling of complaints, misunderstandings; will serve as an efficient means for follow-up; and will lead to clearer crystallization and interpretation of Board policy. As data is received by this department it will be analyzed and referred to the Superintendent with recommendations in those areas where trends point to a need for appraisal or a change in policy.[8]

F. THE HUMAN RELATIONS EDUCATION PROGRAM OF THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES SHOULD BE STRENGTHENED.

In its statement of philosophy the August 1960 Workshop said of the meaning of human relations:

However, accelerated international rivalry and its resulting pressures on the peoples of the world, evidence of social, political and educational inequalities, the obvious lack of practice of our oft-stated American beliefs of human rights make it a necessity that the Detroit Public Schools have a more complete, a more pervasive, a more specific program in human relations education. Such a program must meet the needs of children and adults and help them solve personal and social problems. It is the feeling of this group that the school system should use its total resources to develop, to the maximum, the potentialities of each child. Moreover, the school must also face its responsibility to develop citizens able to deal with the great unresolved social problems of today: delinquency and crime, divorce and family breakdown, emotionally caused physical and mental illness, intergroup hostility and violence, and war. Our heritage of democracy and the Judaeo-Christian ethic demands no less.

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[8] *Ibid.*, pp. 139-40.

1. Specifically it is recommended that *a permanent position should be established with the title of Director of Human Relations Education.* At present a temporary position exists with the title of Executive Secretary. This recommendation is based on the report of the Human Relations Workshop held August 1960 (page 28).

   The Responsibilities of the Director of Human Relations:

   (1) To coordinate the city-wide program in human relations education and to initiate programs where such do not exist.

   (2) To be responsible for the improvement and advancement of such a program in all schools in the Detroit system.

   (3) To be aware of new trends and materials in the area of human relations on the local, national, and international levels.

   (4) To initiate workshops and institutes for the purpose of planning human relations education and for the training of school personnel.

   (5) To assume leadership in the continuous evaluation of the total human relations program. (Based largely on the Human Relations Workshop August 1960.)

2. *This committee supports Recommendation 47 of the Human Relations Workshop that a District Human Relations Committee be organized in each of the nine administrative districts to replace the present organization of separate committees of principals and teachers. Further, this committee recommends that the committee should include the district administrator, the district community relations coordinator, three principals, three teachers and one representative of the non-teaching personnel.*

   This committee would be charged with the "general supervision and coordination of the Human Relations program on the district level."

3. *This committee supports Recommendation 48 of the Human Relations Workshop: "that the present city-wide coordinating committee on human relations be reorganized to include all district chairmen, both principals and teachers." This would eliminate the principals' steering committee and the teachers' steering committee.*

   District chairmen, who are directly involved in carrying out human relations activities and programs, will be able to contribute greatly to the development of a sensitive and effective city-wide program.

   We recognize, however, the need for a certain number of appointive positions on the Coordinating Committee, and recommend that it be composed of 28 members as follows:

   1. The chairman appointed by the superintendent from the Division of School Relationships and Special Services.
   2. The Director of Human-Relations Education, who will serve as executive secretary of the Coordinating Committee.
   3. One elected representative from the Division for Improvement of Instruction Human-Relations Committee.
   4. One elected representative of the nine district administrators.
   5. One elected representative of the nine district community coordinators.
   6. Nine principal-chairmen, one to represent each district.
   7. Nine teacher-chairmen, one to represent each district.
   8. Five members-at-large appointed by the superintendent.

   The function of this committee would continue to be advisory in nature. It would be charged with the general supervision of the human-relations program throughout the city and would coordinate and evaluate the work of the total organization.

G. A COMMUNITY-RELATIONS COORDINATOR SHOULD BE ASSIGNED TO EACH OF THE NINE ADMINISTRATIVE SCHOOL DISTRICTS.

These coordinators should be personnel skilled in human relations, with adequate educational training and experience in community and human relations.

Responsibilities of District Community Relations Coordinators:

1. To increase the communication and inter-action between parents, the school, and the community.
2. To be sensitive to changes in the school neighborhood and to plan — with public and voluntary agencies, civic, fraternal, labor, and other community groups—school and community programs for constructive inter-group relations.
3. To assist in the development of the human-relations education program.
4. To serve as a consultant for parent and community organizations.
5. To assist the district administrator in the development of a continuing and strengthened community and human-relations program.

It is important that there be established strong lines of relationship between the District Community-Relations Coordinator and the Division of School Relationships. There should be regular meetings between the division and the nine coordinators to assess community feelings and needs. Whether administratively the District Community Coordinator should be responsible to the Division of School Relationships or to the district administrator is a decision for the Superintendent and the Board of Education to make. Our committee is primarily concerned with the need of the function.

H. THE DIVISION SHOULD BE GIVEN, AS SUGGESTED BY THE CAC ON SCHOOL NEEDS REPORT, PRINCIPAL RESPONSIBILITIES FOR ENCOURAGING COORDINATION WITH CITY AND CIVIC AGENCIES.

It is further suggested that the division work particularly with agencies such as Commission on Community Relations, Commission on Children and Youth, Area Council Department of United Community Services, and other appropriate agencies in developing a community-wide approach to programs directed to the improvement of inter-group relations.

I. TO EFFECTUATE THE PROPOSED REORGANIZATION OF THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES, THE FOLLOWING STAFF SHOULD BE ADDED:

1. Assistant Director
2. Human-Relations Education Director
3. Community-Relations Coordinator
4. Nine District Community-Relations Coordinators
5. Two specialists in communication skills, to be assigned to the Information Service of the Division
6. A skillful and knowledgeable writer to help translate school policy, school needs, and school practices to the community

VI. ADDITIONAL RECOMMENDATIONS AIMED AT STRENGTHENING SCHOOL-COMMUNITY RELATIONS

19. THE BOARD OF EDUCATION AND THE SUPERINTENDENT SHOULD FURTHER DEVELOP THE BOARD'S PROGRAM OF HELPING THE PUBLIC TO KNOW AND UNDERSTAND ITS POLICIES.

Many times the question arose in subcommittees as to just what the Board policy was on a certain subject. It is felt that there may be much less unwarranted criticism if policy matters are definitely outlined, perhaps in pamphlet form, and distributed to community organizations and through the schools. Discussion of policy matters should include all mass media communication including both the daily and the neighborhood papers.

20. THE RELATIONSHIP AND THE ADMINISTRATIVE LINES OF THE DIVISION OF SCHOOL RELATIONSHIPS AND SPECIAL SERVICES TO PRINCIPALS AND TO DISTRICT ADMINISTRATORS SHOULD BE CLARIFIED SO THAT IT CAN PROVIDE LEADERSHIP TO THE SCHOOL SYSTEM AND SERVE THE NEEDS OF THE PEOPLE OF THE CITY; AND ADDITIONAL STAFF SHOULD BE PROVIDED IN ORDER TO INCREASE ITS USEFULNESS AND EXPAND ITS SERVICES TO THE COMMUNITY.

In a community the size of Detroit—with its various power groups, inter-group relations, human relations, and often opposing concepts of values—the need for skillful school-community relations will be paramount in the years to come. It is essential:

A. That the Division of School Relationships be given the responsibility to study and review carefully the issues affecting school-community relations;

B. That the role and responsibility of the division to this over-all process be clarified.

The impact and determination of such matters as boundaries and busing upon the community is so great that good principles of school-community relations, involving the division in the decision-making, certainly ought to be applied in the development of policy, in the implementation of this policy, and in the communication of this policy to the public and to the school system.

21. AS TEACHERS TRANSFER OR ARE TRANSFERRED FROM ONE SCHOOL TO ANOTHER,

A. THE LOCAL SCHOOL ADMINISTRATION SHOULD PROVIDE AN ORIENTATION PROGRAM FOR SUCH TEACHERS, AND SHOULD CALL ON THE ADMINISTRATION FOR TRAINING MATERIALS AND ASSISTANCE TO INITIATE AND MAINTAIN THE PROGRAM. COMPETENT PERSONNEL SHOULD BE MADE AVAILABLE TO PROVIDE THIS ASSISTANCE.

B. THE BOARD OF EDUCATION SHOULD PROVIDE COMPILATION OF SUITABLE DATA AND APPROPRIATE MATERIALS FOR LOCAL SCHOOL USE IN ORIENTING BEGINNING AND EXPERIENCED TEACHERS AS THEY MAY BE BROUGHT INTO SUCH LOCAL SCHOOLS.

Teachers should be well informed about the students they serve, and they should know about the general area which the school serves. Orientation should be undertaken at the outset of a teacher's service in a school. This calls for continuing study of its own community on the part of each school.

The local school should form a committee for the selection and development of the necessary materials. This committee should include all groups in the area so that comprehensive material can be included in this basic orientation program.

A committee should be appointed by the Board of Education to prepare proper materials, historical and cultural, to supplement that of the local schools, for the orientation of teachers. Such a committee should include persons of different ethnic backgrounds.

22. THE BOARD OF EDUCATION SHOULD SURVEY THE SCHOOLS TO DETERMINE WHERE THERE ARE NO ACTIVE PARENT ORGANIZATIONS AT PRESENT, AND ENCOURAGE OR TAKE APPROPRIATE MEASURES TO SEE THAT SUCH ORGANIZATIONS ARE FORMED.

The public schools of the United States have been established and are financed by the citizens of the nation. The new ideal of the democratic school system implies that citizens have the responsibility not only to finance the schools, but also to participate in determining educational goals and objectives and in building curriculums that will truly meet the needs of children. It is the function of home, school, and community to settle such problems together. Most school officials accept this ideal and welcome parent-teacher groups as a medium through which administrators, teachers, parents, and other citizens may discuss educational concerns and problems impersonally and objectively and work together toward solutions.

In some areas of our city, the leadership for forming such groups rests primarily with the school principal and his staff, while in other communities the parents take this responsibility. In both cases, to have a successful and meaningful organization, both the teachers and parents must share cooperatively in this endeavor. The fact that teachers are expected to participate in parent-teacher organizations should be pointed out to them at the time of employment by the Board of Education.

Some administrators interviewed have expressed a preference for the officially recognized PTA, as this organization has national, state and local structure, well defined objects, policies, and accepted practices which serve as guides for methods of procedure.

23. THE BOARD OF EDUCATION SHOULD DEVELOP AN APPROPRIATE ORIENTATION PROGRAM WITH THE SCHOOL PERSONNEL ON THE PROBLEMS OF THE CHILDREN ON WELFARE AND IN FOSTER HOMES SO THAT UNDERSTANDING AND SYMPATHY ON THE PART OF THE TOTAL SCHOOL STAFF WILL BE IN KEEPING WITH SOUND COMMUNITY AND EDUCATIONAL PRINCIPLES.

THE DEPARTMENT OF WELFARE AND THE CHILDREN'S AID SOCIETY FELT THAT IN SOME INSTANCES, EQUAL EDUCATIONAL OPPORTUNITIES WERE IMPAIRED FOR SOME CHILDREN ON WELFARE AND IN FOSTER HOMES BECAUSE OF LACK

OF UNDERSTANDING AND TACTLESS TREATMENT OF SOME TEACHERS AND CLERKS IN THE SCHOOLS. SUCH CASES SHOULD BE INVESTIGATED AND DEALT WITH BY FIRM POLICY.

No child should be publicly designated as a "welfare child"; nor should an agency be able to say that foster children seem to lose the interest of the teacher, as these two agencies declared in their letters. In-service training courses should stress this point.

24. IT IS ESSENTIAL THAT CLOSER WORKING ARRANGEMENTS BETWEEN THE SCHOOL AND THE SOCIAL AGENCIES BE IMPLEMENTED AT THE ACTION LEVELS. AGENCIES AND SCHOOLS SHOULD WORK TOGETHER MORE IN THE COMMUNITY FOR IMPROVEMENT OF RESOURCES AND THEIR USES, RATHER THAN ACCEPT LIMITATIONS AND ADJUST TO THEM, AS THEY SEEM TO DO NOW.[9] THE BOARD OF EDUCATION SHOULD COORDINATE ITS EFFORTS WITH THE DEPARTMENT OF PUBLIC WELFARE SO THAT THE SCHOOL BUDGET MIGHT BE RELIEVED OF COSTS WHICH PROPERLY BELONG TO THE PUBLIC WELFARE BUDGET.

THE DISTRICT ADMINISTRATOR SHOULD BE RESPONSIBLE FOR COOPERATION WITH ALL AGENCIES WITHIN THAT DISTRICT.

A great part of the community service consists of agencies at work in an effort to alleviate the problem of people who need outside assistance in social or financial services. These agencies are publicly and privately supported. Like the schools, they have great problems in meeting the needs of their clients because of population explosions, unemployment, low income, poor health, and poor housing. Letters were sent to and replies received from a majority of these agencies dealing with young people and family services. All commended the schools for cooperating with them when necessary, but they said that more advance planning and permanent structure for community-school conferences should be available. In-service training of principals and teachers regarding the use and description of social agencies is urged by social agencies.

The subcommittee commends the participation of school representatives in the School Advisory Committee of the United Community Services, and the use by the schools of the booklet *Let's Take a Look* and the film prepared by the School Advisory Committee.

25. THE BOARD OF EDUCATION SHOULD COORDINATE ITS EFFORTS WITH THE DEPARTMENT OF PUBLIC WELFARE SO THAT THE SCHOOL BUDGET MIGHT BE RELIEVED OF COSTS WHICH PROPERLY BELONG TO THE PUBLIC WELFARE BUDGET.

The committee learned that a large number of the Attendance Department field investigations pertain to welfare families. When a field investigation for school absence or clothing is made and the children of a welfare family are found to be in need of clothing, the Attendance Department makes a written referral to the Welfare Department. It would appear that it should be a Welfare Department responsibility both to anticipate and to meet the clothing needs of welfare families, so that (a) these children will not need to be absent from school (sometimes for weeks) because of lack of clothing, and (b) investigation of such welfare cases will not require the time and effort of the Attendance Department so greatly needed for other social work.

It is also felt that school lunches and health expenses of welfare clients might be added to this investigation of possible school expenditures which might be transferred to the city Welfare Department.

26. THERE SHOULD BE A CLEAR-CUT POLICY IN THE ADMINISTRATION OF THE SCHOOL LUNCH PROGRAM FREE AND PAID AND, IF POSSIBLE, AN EXTENSION OF IT FOR THE IMPROVEMENT OF THE HEALTH OF DEPRIVED CHILDREN IN INDIGENT AREAS.

We have received complaints from school people and social agency personnel that some schools have lunch programs while others do not, that often one child in a family receives free lunch while his sibling cannot receive it at another school. While we do not go into this deeply, we feel that every attempt should be made to unify and extend the lunch program. There should be a clear-cut policy and uniform practice, a policy based on the needs of the children. The policy should *not* be left solely to the discretion of the principal.

27. THE BOARD OF EDUCATION SHOULD TAKE A LEADERSHIP ROLE, WITH THE ASSISTANCE OF THE COMMUNITY AT LARGE, INCLUDING THE DETROIT POLICE YOUTH BUREAU AND THE RECREATION DEPARTMENT, IN DEFINING STANDARDS OF CONDUCT AND AREAS OF RESPONSIBILITY INVOLVING SCHOOL CHILDREN ON SCHOOL GROUNDS AND TO AND FROM HOMES.

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[9] Based upon a letter received from the Children's Aid Society.

PART SIX

Physical Plant and Facilities

PHYSICAL PLANT AND FACILITIES SUBCOMMITTEE

MRS. LOLA J. HANAVAN, *Chairman*
DENNIS J. CLARY
JOHN DANCY
DONALD S. LEONARD
HARTLEY SCHAAL, *Recorder*

PHYSICAL PLANT AND FACILITIES

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PHYSICAL PLANT AND FACILITIES

Introduction

In considering the total school plant of Detroit in the light of its affording equal educational opportunity to all school children, the question is immediately raised as to what is meant by equal building facilities for education. Does it mean a building designed for each individual area that provides facilities to make up for lack of instructional factors? Should the function of the school as a center of the community determine such things as site, maintenance, and building facilities? Are there areas of unfit conditions which affect the education of Detroit's children? This committee believes that the answers are in the affirmative, and it believes that the function of this committee is to discover the areas of inequality and to make a judgment as to whether the administration of Detroit's school building program is adequately correcting those inequalities.

While the following matters are discussed later in this report, special attention is called to them here:

1. The need for improved communication between departments of the Board of Education and parents as to the planning for future school needs and the problems to be solved in carrying out such plans. To illustrate:
   a. Even though temporary facilities are rented or built, they must be approved by city and state agencies as to health and safety.
   b. Parents whose children are involved in any temporary or permanent change in school housing assignments should be fully informed in advance of the reason for such changes. Direct written communication is suggested.
2. This committee recognizes that every parent sees the special need of his child as of paramount importance, whether in the field of the gifted child, the handicapped, or the child in an overcrowded school. It is the responsibility of the Board of Education to determine priorities within the realistic limits of its financial ability to serve these needs.
3. It must be recognized that any well planned school building must be the result of a predetermined educational program.
4. All the planning in the world can be upset by unforeseen happenings. For example:
   The Detroit Department of Safety and Building condemned and closed Southfield Trade School.
5. There is flexibility in the list of priorities. It is being re-evaluated and revised constantly, even though the intent and objectives have not changed and the housing program spelled out in the election campaign has not changed, although individual units may no longer be necessary because of expressway or other residential clearance. This should be made clear to parents and interested groups coming to the School Housing Division for answers to specific questions. For example:
   The Tilden School will not be built because Wayne State University is taking over considerable land in its service area.
6. Maccabees Building, 1958.—The Report of the Citizens Advisory Committee on School Needs recognized that all departments of school administration should be housed under one roof, in order to improve instruction. It therefore included in its final recommendations that a new administration building be built and that its cost be included in the first five-year appropriation of $90,000,000 voted by the taxpayers. It should be made clear that the funds used for the purchase of this building, although authorized in the $90 million total, actually came from present and projected operational budgeted savings. Furthermore, the completion of the buildings included in the list of 84 priorities has been in no way affected. Everything is being done to provide buildings where they are needed. Since the procedure for constructing buildings requires a year and a half of study and planning, the use of this money does not delay *any* priority construction.

The speed and flexibility with which the Division of School Housing has worked has been remarkable. The year-end analysis of the progress to date will be found later. It reveals clearly that the personnel of the department and the many citizens serving on the various School Project Advisory Committees worked far beyond the call of duty to accomplish the result.

CITIZENS ADVISORY COMMITTEE – EQUAL EDUCATIONAL OPPORTUNITIES

The Board of Education is to be commended for its evident concern to provide better school housing facilities in lower economic and multiple problem neighborhoods in its current building program. A review of the 84 priorities indicates that the expenditures of large sums of money are being planned in these school districts where need is the greatest to correct the inequality due to school plant inadequacy. There will be expended in the East District, $18,000,000 (1/5 of the total); in the Center District, $12,000,000; in the Southeast District, $10,700,000; and in the South District, $14,200,000. This is the major portion of the $90,000,000 building program.

The Board of Education is also to be commended for the responsibility that it has shown in the allocation of savings and surplus funds which have been made available in the present five-year construction program. The savings and surplus funds of more than $8,000,000 are being channeled into further construction activities rather than into salaries, expansion, or other areas of need.[1]

PHYSICAL PLANT AND FACILITIES

Recommendations

Recommendation 1:

IN CONSIDERING THE INEQUALITIES THAT WERE REVEALED IN THE 1958 SURVEY REPORT OF THE SCHOOL PLANT SUBCOMMITTEE OF THE CITIZENS ADVISORY COMMITTEE ON SCHOOL NEEDS AND IN THE LIGHT OF THE STUDY OF COMMUNITY BACKGROUND, SCHOOL ENROLLMENT PROJECTS, URBAN RENEWAL AND EXPANSION PROGRAMS, THE QUESTION AS TO WHETHER OR NOT THE SCHOOL BUILDING PROGRAM WILL TEND TO REMOVE THESE INEQUALITIES CAN ONLY BE ANSWERED BY THE STATEMENT THAT PLANNERS MUST BE GUIDED BY SOUND PRINCIPLES. IN THAT BELIEF, THE PHYSICAL PLANT SUBCOMMITTEE RECOMMENDS THE FOLLOWING PRINCIPLES:

Principle One: Any school building program should provide as a significant feature of its plan, facilities which are safe and healthful for all people who are to use them – students, teachers, and community.

Principle Two: The school building program should make provision for facilities which will foster the development of all aspects of the desired school program.

Principle Three: The school building program should provide adequate capacity in all types of facilities when needed and where needed throughout the school district.

Principle Four: The school building program should take into account the applicable portions of any community plant which has been developed; for example, the school building program should not include gymnasium, auditorium, etc., where these facilities are already provided-for in part or in whole by other community agencies.

Principle Five: The school building program should avoid any discrimination against, or partisan treatment in favor of, any segment of the population or section of the school district.

Principle Six: The school building program should provide all needed school facilities at reasonable costs and within such limitation as costs provide.

Principle Seven: The school building program should make adequate provision for utilizing existing school structures within the overall plan for long-range school building facilities.

Principle Eight: The school building program should provide as an essential characteristic an integrated program with other involved community agencies such as the Department of Parks and Recreation and the Urban Renewal Program.

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[1] Reference to be made to November 1961 progress report and indication of savings.

PHYSICAL PLANT AND FACILITIES – RECOMMENDATIONS

Recommendation 2:

SINCE OVERCROWDING IN A SCHOOL, MORE THAN ANYTHING ELSE, CAUSES INEQUALITY OF EDUCATIONAL OPPORTUNITY, AND SINCE THERE IS GREAT OVERCROWDING IN MANY DETROIT SCHOOLS, THE PRESENT BUILDING PROGRAM SHOULD BE EVALUATED IN THE LIGHT OF WHETHER IT IS BRINGING MAXIMUM RELIEF.

It does not appear that the original $90 million building program relieves the Center District sufficiently. There has been such a growth in population in the Center District since the setting up of the 84 priorities two years ago that the present building program does not catch up with nor equalize educational facilities in that area with those of other areas. The same thing is true of the Mark Twain development in Oakwood in the Southwest District and the East District as a whole.

Recommendation 3:

SAVINGS AND SURPLUS FUNDS ACCRUING FROM CHANGES IN PLANNED CONSTRUCTION ARE SUGGESTED FOR REALLOCATION IN TERMS OF THE PRINCIPLES NOTED BELOW. THE TOTAL PLANNED PROGRAM SHOULD BE RE-EVALUATED IN TERMS OF THOSE PRINCIPLES, ASSUMING THAT THE REALLOCATION SHOULD BE TO PROJECTS LISTED IN A GIVEN PROGRAM, SUCH AS THE PRESENT FIVE-YEAR PROGRAM.

1. Surplus funds should be used to fulfill needs in situations in which, because of a shift in the area a school is to serve, needs have changed—due to the building of expressways, housing projects, etc.
2. Surplus funds should be used in situations where major population increases have occurred beyond those anticipated when the current program was planned.
3. Surplus funds should be used in those situations where estimated costs were too low to meet established program objectives because of inaccurate estimates, more costly sites, or more costly construction due to poor foundation conditions, etc.

Recommendation 4:

THIS COMMITTEE ENDORSES THE PROPOSAL OF THE SUPERINTENDENT OF SCHOOLS TO SPEND $2,000,000 ADDITIONAL IN THE AREA NOW KNOWN AS THE CENTER DISTRICT TO EQUALIZE BUILDING FACILITIES AND ALSO TO PROVIDE MORE SEATS FOR THE SCHOOL CHILDREN IN THE SOUTHWEST DISTRICT.

Recommendation 5:

WHERE TEMPORARY SCHOOL HOUSING FACILITIES ARE PROVIDED IN CHURCHES, NO RELIGIOUS SYMBOLS SHOULD BE DISPLAYED.

Recommendation 6:

WHERE FACILITIES ARE RENTED FOR CLASSROOM USE, IT SHOULD BE MADE CLEAR TO PARENTS THAT SUCH FACILITIES ARE TEMPORARY AND THAT SUCH FACILITIES MUST BE APPROVED BY CITY AND STATE AGENCIES AS TO HEALTH AND SAFETY.

Recommendation 7:

ALL CHILDREN SHOULD GO TO SCHOOL FOR A FULL DAY WITH NO HALF-DAY SESSIONS, UNLESS CONSTRUCTION OF RELIEF FACILITIES IS UNDER WAY AND THE HALF-DAY SESSIONS ARE FOR A YEAR OR LESS.

Recommendation 8:

IT IS THE RESPONSIBILITY OF THE BOARD OF EDUCATION TO DETERMINE WHAT SPECIAL SCHOOLS OR FACILITIES MAY BE NEEDED AND WHERE THEY SHOULD BE LOCATED.

Recommendation 9:

IN THE FUTURE ALLOCATION OF FUNDS FOR SCHOOL CONSTRUCTION, THE VARIOUS RECOMMENDATIONS MADE IN ALL SUBCOMMITTEE REPORTS OF THE CITIZENS ADVISORY COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITIES SHOULD BE TAKEN INTO CONSIDERATION IN PLANNING SCHOOL BUILDINGS.

Recommendation 10:

THE DETROIT BOARD OF EDUCATION SHOULD INITIATE NEGOTIATIONS WITH THE CITY OF DETROIT MUNICIPAL AUTHORITY AND WITH THE FEDERAL GOVERNMENT URBAN RENEWAL AUTHORITY TO SECURE A SHARE OF THE SUPPLEMENTAL FEDERAL FINANCING AUTHORIZATION FOR SCHOOL CONSTRUCTION IN SUPPORT OF THE URBAN RENEWAL PROGRAM.

The current urban renewal program is dependent upon local and federal financial support. For every dollar invested by the local community in an area which is considered essential for urban renewal, the federal government supplements such needs with about $2. The erection of schools in an approved urban renewal area is a qualification for supplemental federal funds and is regarded as part of the local 1/3 share.

In most large cities the finances of the school system are a part of the general city budget so that schools benefit directly from urban renewal through the supplemental grants made by the federal government to the city's budget.

In Detroit, however, the school system is by law a separate governmental unit. It cooperates with the city planners in selecting sites for school buildings whenever and wherever the site selection contributes to urban renewal grants. The recipient of the grant, however, is the city government and not the schools. Thus, urban renewal in Detroit, although it contributes directly to the total community, does not in any direct way supplement the budget of the school system.

PHYSICAL PLANT AND FACILITIES

Fact-Finding Report

SUBCOMMITTEE PROCEDURES

The first meetings of the School Plant Subcommittee of the Citizens Advisory Committee on Equal Educational Opportunities were devoted to determining the areas of responsibility of the subcommittee in relation to the charge to the Committee of the Whole. Discussion and analysis led to the conclusions that those responsibilities were:

1. To determine whether inequalities did exist in the area of school plant and facilities;
2. To determine, if possible, the reasons for the existence of plant inequalities which might be found;
3. To determine what planned program might be in operation to eliminate the inequalities and to analyze the equity of the program and the progress being made on it;
4. To review the actions taken by the Board of Education and the Superintendent to implement significant recommendations in the November 1958 Report of the Citizens Advisory Committee on School Needs in the area of school plant;
5. To make recommendations pointed toward the achievement of equality of educational opportunity as related to school plant and facilities.

SUMMARY OF FINDINGS

A brief summary of the findings of the subcommittee in relation to the responsibilities listed above is presented below, with references to the factual reports and subcommittee observations and judgments which follow. It should be noted that some information is based on subcommittee investigation through personal observation and analysis, through reports of various divisions of the Detroit school system, and through interviews with administrative personnel responsible for activities related to school plant.

1. Since the initial concern was the determination of any plant inequalities which might exist, the subcommittee began its study with the premise that the Findings and Recommendations of the Citizens Advisory Committee on School Needs, submitted to the Detroit Board of Education in November 1958, contained material required by this committee to study any inequalities that might exist in school plant. Its first actions, therefore, were to assemble the information contained in that report, to evaluate the procedures used to compile the information, and to validate the findings. The present subcommittee re-examined and re-rated one of the Detroit schools (the Wilkins Elementary School) for this purpose.

   A more detailed description of this phase of the committee study will be found on pages 160-62 of this report.
2. An analysis of the reasons for the inequalities in plant and facilities is presented in the historical survey of the development of the Detroit public school system in relation to the growth patterns of the city. This report is to be found on pages 162-73 under the heading, *Community Background for School Plant.*
3. The building construction program adopted by the Board of Education has been analyzed in reference to the needs shown by the Citizens Advisory Committee on School Needs survey of building conditions and the priorities recommended as the basis of a building program. This comparison is shown in the Tentative Construction Schedule on pages 175-79.

   A summary of the Progress Report of November 1961 of the School Construction Program[2] shows the following information:

NEW SCHOOLS, ADDITIONS, CONVERSIONS	
Completed	4
Ready in 1962	15
Ready in 1963	32
Ready in 1964	3
No date set	6

REHABILITATIONS	
Completed	6
Ready in 1962	6
No date set	10

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[2] See Appendix A of this report.

As of November 1961, progress on the work scheduled on the basis of the 84 priorities indicates that the full five-year program will be completed on schedule. Furthermore, present analysis of the contract awards for new construction and rehabilitation projects reveals that this achievement will be effected with a saving of over $8,000,000 in estimated costs. The very great benefit of this saving is that the goal of achieving equality of educational opportunity in the area of school plant and facilities will be realized in a shorter time than the ten-year period originally planned.

The results of the changes on the basic planning procedures and the actual construction operations may be seen in a comparison of certain significant factors in the 1949-56 building program with the same factors in the current building program:

Factors	Range of Data (1949-56 Program)	Range of Data (Current Program)
Construction Costs (dollars):		
Per room	$32,010.17 to $50,097.36	$16,088.40 to $36,024.20
Per pupil station	857.42 to 1,319.05	502.76 to 1,018.53
Per cubic foot	1.31 to 1.86	.88 to 1.21
Per square foot of total gross area	17.31 to 22.26	15.47 to 17.29
Per square foot of instructional area	38.89 to 51.85	18.79 to 32.73
Use of Space (percentages):		
Instructional area—Percentage of total gross area	36.87% to 87.22%	50.35% to 82.31%
Non-Instructional area—Percentage of total gross area	42.78% to 63.13%	17.69% to 49.65%

The increase in the ratio of instructional area to the total gross area and decrease in the ratio of non-instructional area to the total gross area seems to have had the most impact on the reduction on costs of buildings in the current program as compared to buildings in the previous program.

4. The Citizens Advisory Committee Report of November 1958 contained several important recommendations relating to the construction, maintenance, and operation of the school plant. Briefly, they may be summarized as follows:
   a. Priorities of safety and need on which the construction program should be based;
   b. The organization of a comprehensive school building planning unit as a distinctly separate administrative unit;
   c. The re-organization of various related departments within the Business Office to provide for the coordination of work;
   d. The establishment of a strong financial control organization within the Detroit educational system.

The recommendations are discussed at greater length on pages 191-93 of this report. Actions taken to implement the recommendations are to be found in Appendices B and C.

SURVEY OF INEQUALITIES IN SCHOOL PLANT

This committee recognized at the outset that the *Findings and Recommendations of the City-Wide Committee* of the Citizens Advisory Committee on School Needs, submitted to the Detroit Board of Education in November 1958, contained material required by this Committee to study any inequalities that might exist in school plant. The School Plant Subcommittee of the Citizens Advisory Committee on School Needs made a careful, detailed, on-the-spot check of every Detroit school and its facilities, recording the ratings of over 125 characteristics which were tabulated on IBM cards. This careful survey, using the Landes and Sumption Workbook, was made by a subcommittee in each school district, consisting of the principal, janitor or engineer, a teacher, and three or four citizens, each with his own workbook. They scored the school building in the 10 areas of: (1) adequacy, (2) suitability, (3) safety, (4) healthfulness, (5) accessibility, (6) flexibility, (7) efficiency, (8) economy, (9) expansibility, and (10) appearance. The method used in the workbook makes the educational program the primary consideration in appraising the building, rather than concentrating on the school building as only a shelter of brick and mortar.

Each person made his own evaluation and percentage rating, according to good national standards as adapted to Detroit's long practices and needs. Each school subcommittee of six to eight then met together and worked out a composite evaluation which was handed to the School Plant Subcommittee as their best judgment on the school. Over 2,000 persons spent over 3,000 hours in this task. Engineers, architects, builders, doctors, bankers, lawyers, businessmen, and many men and women skilled in education constituted the committees.

From these reports, with the end-total scores on each school, a list of all Detroit school buildings was prepared, rating each school in its numerical order. Of course, the survey revealed many inequalities according to any set of criteria, and particularly in the light of present-day needs. There is a city within a city and there are many periods of school building in Detroit. For instance, outdoor education was not a part of the educational program of the early days.

The School Plant Subcommittee of the Citizens Advisory Committee on School Needs recommended 4 priorities in determining what school buildings should be rehabilitated, built, where, and how during the ensuing ten-year period. These priorities were adopted by the Detroit Board of Education and are as follows:[3]

I. Elimination of hazardous conditions, such as narrow wooden stairwells, absence of fire lights at the point of exit, and of fire warning controls; also structural hazards, as the walls at the Berry School.

II. Educational capacity to provide for increasing enrollment and to permit a full six-hour day for all students from first to twelfth grades.

III. Completion of educationally incomplete buildings by providing physical education plants, laboratories, or other rooms and equipment not now provided.

IV. Replacement of obsolete buildings within a fixed schedule which permits the maximum utilization of the benefits offered in the Urban Renewal Program.

As a result of the Survey Ratings (CAC Report) and subsequent staff studies, it was determined that of the 62 buildings built before 1912, 24 should be rehabilitated, particularly as to safety factors, if there is a continuing need for a school in the area where they are located. (Detroit's school building code was adopted in 1911.) The balance of 38 buildings is to be replaced. Of the 38 to be replaced, 24 are to be replaced in the first five-year program or made safe if continued use for a short period of time is necessary.

Of these 24 replacements, not all are complete replacements because of population increases. For instance, the Pingree will remain, but a new school replacement will be built. Of the 9 replacements on the East Side, 5 of the original ones will remain to be used along with the replacements. This is an area of greatly increased school enrollment.

Eleven of the 60 buildings built before 1912 are in the second five-year program. Some of these may not even be needed then.

The rest of the 84 projects are conversions, additions to existing buildings, or entirely new buildings to take care of increased high school enrollment and to eliminate double sessions in high schools.

With all of this detailed material available, as well as other information, the School Housing Division of the Board of Education prepared, and the Detroit Board of Education adopted, a priority list of 84 buildings which would be either rehabilitated, added to, converted, or replaced over the five-year period, covered by the $90 million voted in 1959 by Detroit citizens for school building purposes. The Citizens Advisory Committee on School Needs had estimated that 256 millions of dollars would be needed to do the job. There was in 1959 a large backlog of unfilled needs for classrooms and repairs.

In setting this list of 84 priorities, the Board of Education concentrated on the adequacy of the building and its safety. If the total building scores, as they were read by the 1958 School Plant Subcommittee, were used to assign priority numbers, a list would be obtained on the basis of the safety of the basic building structure. But when the priority list of buildings was made, it was based upon the 4 priorities of the Citizens Advisory Committee on School Needs. Following were the steps taken: (1) the survey was done first; (2) next came the analysis of population and the establishment of districts to find where additional capacity was needed; (3) a simple listing was made of everything that was needed which had been approved by the Board; (4) within the scope of these 4 priorities, everything that was needed as related to physical construction was included; (5) on this basis a list of 129 projects was prepared, but the Board realistically decided that they could finance only the first 84 building projects. The Board also decided that it would ask the citizens to vote 90 millions of dollars over a five-year period to take care of these needs. It was recognized that 60 per cent of the need had existed for a long time, and that only 40 per cent of the need was to be anticipated additionally over the ten-year period.

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[3] *Op. cit.*, p. 198. (Not a direct quote.)

To illustrate some of the difficulties involved in determining the list of 84 priorities: in the Center District alone last year, there was a family loss of 628, with a child population increase of 1,260 from September 1958 to 1959. There is a tremendous turnover in certain areas of the city where there is a great imbalance in the younger age groups. If a simple projection of numbers were made into the secondary schools, a great many more secondary schools would be built than would ever be needed, because these youngsters never get there. They move somewhere else, often into other cities or suburbs.

It is relatively easy to criticize on the basis of unequal facilities without carrying on a detailed examination. There are situations that occur constantly that are not predictable or foreseeable, as in the case of Edward J. Jeffries Homes. The assignment of one building in the Jeffries Homes to Wayne State University to house married graduate students as well as single faculty members has had an immediate effect upon the school population of the whole area. The Board had originally planned that it would not only have to replace the old Poe, but would have to add a capacity of 400. There is now a real question as to whether this needs to be done. A year or two from now, the rental policy in the Jeffries Homes may change again, which will also affect the school building program.

COMMUNITY BACKGROUND FOR SCHOOL PLANT

In order to understand the limitation of classrooms and inequalities in facilities in some of the present densely populated areas of Detroit, it is important to examine carefully Section One, "Community Background for School Plant" in the Citizens Advisory Committee Report of 1958.

> In the growth of a city, schools are built when houses are built and families with children arrive. Consequently the school buildings of any portion of the city tend to reflect both the general characteristics and the educational ideas of the period in which they were built . . . Detroit has buildings which reflect the . . . period when kindergarten was an innovation. Detroit has many buildings which reflect the exclusive emphasis on the 3 R's, when neither gymnasium nor outdoor play space were considered an integral part of education.[4]

The adequacy or inadequacy of these schools for present needs would be best understood in the context of the community in which these schools are located. (See map on page 164.)

For this discussion, the city has been divided into three parts: the Old City, the Middle-Aged City, and the Outer City. The Old City reached its full development around 1910; the Middle-Aged City was built during World War I and the 1920's; the Outer City was built during and since World War II.

The *Old City* consists of the area within Grand Boulevard. Within it lies the South Administrative District.

The *Middle-Aged City* covers the belt between the Boulevard and the Detroit Terminal Railroad. Within it lie the Center, Southwest, Southeast, and border portions of the West, Northwest, North, and Northeast Administrative Districts.

The *Outer City* extends from the Detroit Terminal Railroad to the city limits. It includes the Northeast, North, Northwest, and West Administrative Districts.

A Map of Sub-Communities of Detroit[5] appears on page 164.

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[4] *Ibid.*, School Plant Fact-Finding Report, p. 207.

[5] *Ibid.*, p. 210.

PHYSICAL PLANT AND FACILITIES — FACT-FINDING REPORT

The Old City was occupied by a succession of ethnic groups: Germans out Gratiot, Irish out Michigan Avenue — Old Corktown. Jewish refugees from Russia settled to the north of the Germans on the East Side, the Hungarians downriver in Delray. Polish immigrants of World War I replaced Germans on the East Side and also formed a settlement out Michigan Avenue. Although there always have been Negroes in Detroit since the days of the American Revolution, the number greatly increased after 1921 when the Federal Immigration Act shut off foreign-born immigrants. Detroit's Negro population tripled during the 1920s, doubled again during World War II, and has grown steadily since 1950.

The Negroes settled east of Woodward during the 1920s and constituted 85 per cent of the John R subcommunity. There has been some increase west of Woodward within the Boulevard, but much greater growth within the Middle-Aged City to the west and to the north, particularly around Central High and Keidan School areas.

Since schools are built as soon as families with children move into a neighborhood, the school buildings of Detroit's Old City are generally as old as the homes. Twenty-four elementary schools now in use in the Old City were built before 1890. They are non-fireproof. These schools were built before gymnasiums, auditoriums, or other special rooms had a place in the curriculum. So when they were converted to a platoon organization, classrooms were converted to these rooms in the best manner possible. Outdoor space usually consists of a small yard, usually less than half an acre.

Among Detroit's secondary schools were the old Central High School, constructed in 1895 and converted to become the Old Main of Wayne State University; old Eastern High School, constructed in 1901 and still in use, and the Cass Union High School, constructed in 1908, and in use as the High School of Commerce.

The Master Plan of 1946 called for ultimate replacement of all but seven of the elementary schools of the Old City: the Balch, Parke, Ferry, Duffield, Poe, Chaney, and Franklin. Others were considered obsolete because of their age or improperly located in relation to the neighborhoods which they were to serve.

Since the adoption of the Master Plan, the Board of Education has constructed the Bunche on the Smith site, Foster, Couzens, Edmonson, Webster on the Hubbard site, and Potter. These schools have all been constructed to provide additional capacity without taking older schools out of use, although it should be explained that several schools such as Clay, McKinley, old Pitcher, Roberts, and Pestalozzi which once served this area have previously been withdrawn from use.

In addition, the Board of Education has acquired new sites for a Tilden replacement at Twelfth and Warren, and the Knudsen at Hunt and Ellery.

The Master Plan also called for two new area senior high schools east and west of Woodward; one in a proposed playfield at Twelfth and Selden; one in a playfield at Mack and Russell. Under this plan, the Northeastern and Miller High Schools were to be converted to junior high schools. The Miller High School has recently been converted to a junior high school, and most of its former senior high students have been transferred to Eastern.

Portions of two playfields at Jefferson and Northeastern have been acquired by the city of Detroit in its recreation program: 6 acres at Jefferson and 0.7 acres at the Campau School near Northeastern.

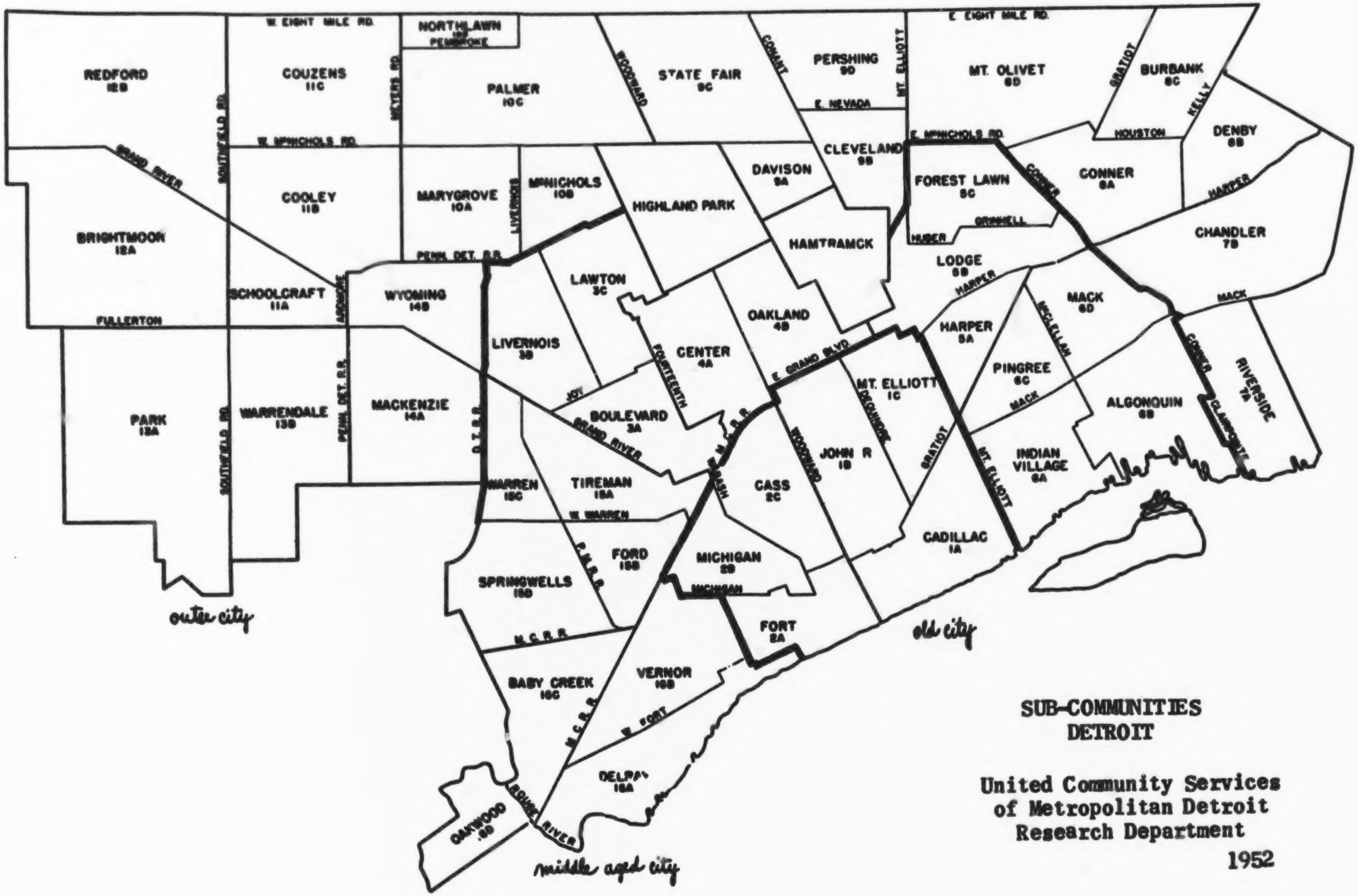
The Mack-Russell playfield and the Miller playfield extension have been included in priority listings for acquisition as redevelopment projects, but have not yet been included in applications for federal aid. The Mack-Russell site lies within the Milwaukee Junction industrial corridor and is being restudied to determine whether it is an appropriate location for a playfield and high school.

Redevelopment of the Old City, in accordance with present Master Plans of Land Use and Trafficways, will result in removal of a considerable amount of land from residential use, and a corresponding reduction in child population.

Much of the Old City will ultimately be rebuilt for residential purposes under the Urban Renewal program. Though there is no definitive rebuilding plan for the whole area, most of the residential area is shown on the Master Plan as high priority for redevelopment. The rebuilt residential area will fall generally into four sectors:

1. An area bounded by West Grand Boulevard, Michigan Central Railroad, Lodge Expressway, and Fort-Vernor Expressway.
2. An area bounded by Lodge and Chrysler Expressways lying between the central business district and the Cultural Center.
3. An area bounded by St. Aubin, East Grand Boulevard, Mt. Elliott, and Gratiot.
4. An area bounded by the Chrysler Expressway, Gratiot, Mt. Elliott and Jefferson.

Within the areas designated for residential redevelopment many of the schools are of the same age as the houses and are of non-fireproof construction.


REDFORD 12B
COUZENS 11C
NORTHLAWN 10D
PEMBROKE
PALMER 10C
STATE FAIR 9C
PERSHING 9D
MT. OLIVET 8D
BURBANK 8C
DENBY 8B
BRIGHTMOOR 12A
COOLEY 11B
MARYGROVE 10A
McNICHOLS 10B
HIGHLAND PARK
DAVISON 9A
CLEVELAND 9B
FOREST LAWN 5C
CONNER 8A
CHANDLER 7B
HAMTRAMCK
LODGE 5B
SCHOOLCRAFT 11A
WYOMING 14B
LAWTON 3C
OAKLAND 4B
MACK 6D
HARPER 5A
LIVERNOIS 3B
CENTER 4A
PINGREE 6C
ALGONQUIN 6B
RIVERSIDE 7A
PARK 13A
WARRENDALE 13B
MACKENZIE 14A
BOULEVARD 3A
MT. ELLIOTT 1C
JOHN R 1B
INDIAN VILLAGE 6A
CASS 2C
WARREN 15C
TIREMAN 15A
FORD 15B
MICHIGAN 2B
CADILLAC 1A
SPRINGWELLS 15D
FORT 2A
BABY CREEK 16C
VERNOR 16B
DELRAY 16A
OAKWOOD 16D
W. EIGHT MILE RD.
E. EIGHT MILE RD.
W. McNICHOLS RD.
E. McNICHOLS RD.
SOUTHFIELD RD.
MEYERS RD.
WOODWARD
CONANT
MT. ELLIOTT
E. NEVADA
GRATIOT
KELLY
HOUSTON
GRAND RIVER
LIVERNOIS
CONNER
HARPER
GRINNELL
HUBER
PENN. DET. R.R.
FULLERTON
ARDMORE
MACK
McCLELLAN
E. GRAND BLVD.
FOURTEENTH
JOY
D.T.&I.
W. M. R.R.
WABASH
DEQUINDRE
CLAIRPOINTE
W. WARREN
P.M.R.R.
M.C.R.R.
W. FORT
ROUGE RIVER
outer city
old city
middle aged city

SUB-COMMUNITIES
DETROIT

United Community Services
of Metropolitan Detroit
Research Department
1952

Schools in the Old City built in whole or part before 1912 include:

SUB-COMMUNITY	SCHOOL	YEAR BUILT
1 B	Parke	1900
1 C	Greusel	1908
1 C	Campau	1898
1 C	Campbell	1894
1 Aa	Smith (portion of Bunche)	1903
1 AA	Harris	1896
1 A	Norvell	1879
1 A	Brownson	1887
1 A	Capron	1905
2 C	Tilden	1887
2 C	Irving	1882
2 C	Poe	1896
2 B	Hancock	1887
2 B	Owen	1879
2 B	Craft	1901
2 B	Franklin	1899

Within urban renewal areas there is available to the Board of Education, through the city of Detroit, federal assistance to the extent of two-thirds of the cost of public improvements which may consist of land acquisition and clearance for new school sites or enlarged school sites or playgrounds, purchase and demolition of obsolete structures including school buildings, and non-structural improvements.

The Capron School lies within the Gratiot Redevelopment area which also contains the Leland (1917) and the Barstow (1912). The Board of Education is committed to supply school facilities for the redeveloped areas as needed.

The Brownson School lies within the boundaries of a public housing development for which the site has been partially cleared. The ultimate size and character of this development have not been determined. Since redevelopment funds are to be used to clear a site for a playfield south of the Miller Junior High, also within this neighborhood, it is doubtful whether the child population of the Brownson-Duffield neighborhood will be substantially increased.

Among the areas from which family residential structures will be removed will be:

1. The central business district bounded by the Lodge, proposed Chrysler (Hastings), and Fort-Vernor Expressways; there are no schools, but there is small child population within these boundaries today. Any residential rebuilding within these boundaries will be multi-story apartments for single persons and childless families. Central business district redevelopment projects will displace 783 families.

2. The Milwaukee-Junction industrial corridor running north from Gratiot between the Chrysler Expressway and St. Aubin; this corridor now contains many residential structures and several schools:

SUB-COMMUNITY	SCHOOL	CAPACITY	YEAR BUILT
1 B	Garfield Elementary and Junior High	1540	1898
1 B	George	352	1911
1 B	Russell	1216	1887
1 B	Bishop	1632	1907
1 B	San Francesco	384	?

Redevelopment within this corridor will displace 1,590 families north of Warren and ultimately 4,000 south of Warren.

3. The West Side Industrial District between Twelfth, Bagley, Lodge, and Fort, and continuation westward to include all the area south of the Fort-Vernor Expressway:

SUB-COMMUNITY	SCHOOL	YEAR BUILT
2 A	D. Houghton	1908
2 A	Preston	1894
2 A	Riverside (old Webster)	1874

The West Side Industrial District will displace 906 families.

4. The hospital redevelopment area bounded by Woodward, Ferry, Chrysler Expressway, and Mack, which will undoubtedly contain residential structures, but for which a definite rebuilding program has not been determined. The area contains 3,354 families and three schools.

1 B	Farrand	1883
1 B	Balch	1919
1 B	Trowbridge	1889

For these areas, the gradual elimination of population will reduce the number of students until ultimately these buildings will no longer be needed for school purposes.

The Middle-Aged City lies between the Boulevard and the Detroit Terminal Railroad and extends along Grand River, Michigan, Woodward, and Gratiot Avenues.

Although the inner edges of the Middle-Aged City along Grand Boulevard had some development as suburbs before 1910, most of the Middle-Aged City was built up during the next two decades, reached its peak by 1940, and has lost some families since that date.

COMMUNITIES	1920	1930	1940	1950	1960
Southeast Administrative District (Communities 5 and 6)	165,722	217,221	221,074	213,599	188,142
Center Administrative District (Communities 3 and 4)	133,534	267,304	255,944	244,796	211,523
Southwest Administrative District (Communities 15 and 16)	221,878	295,075	275,165	256,171	215,164

There has been a loss of families since 1950 in the following communities:

COMMUNITIES	1950	1960
Southeast Administrative District (Communities 5 and 6)	63,443	60,713
Center Administrative District (Communities 3 and 4)	76,997	74,619
Southwest Administrative District (Communities 15 and 16)	71,585	68,219

During the period from 1910 to 1940, there were many significant changes in the pattern of national settlement. The Irish settlement of old Corktown scattered over the whole city so that it was represented in almost all parts of the city with no concentration in any tract or area.

The German settlement moved progressively out Gratiot with large concentrations in the Outer City. By 1950, the concentration formerly in the Middle-Aged City had virtually disappeared.

Close behind the German settlement moving out Gratiot were the Italians who had a substantial concentration in the Middle-Aged City in 1940; this concentration had partially dispersed by 1950.

The principal immigrants of the decade of World War I were Poles, Russians, Austrians, Hungarians, Czechoslovakians, Yugoslavians, and Rumanians.

The Poles were by far the most numerous and created two national settlements which have persisted most distinctly to the present time. The Polish settlements lay north of Gratiot around the Dodge Main Plant, including Hamtramck and the territory east and north of Hamtramck; and an area out Michigan just inside the city limits from the Ford Rouge plant. These areas remain distinct in the 1950 census, with some displacement by Negroes from the area south of Hamtramck, and with some further extension to the north. It must be recognized that since this immigration took place before 1921, in the normal course of events the 1950 and 1960 censuses will be the last time that there will be statistically significant numbers of persons of Polish birth. Even though their descendants remain in the same neighborhoods, they will be native-born Americans. As a matter of fact, some of their descendants have scattered throughout the city, and the old Polish neighborhoods are in the process of losing their ethnic identity.

The Jewish immigrants, before and after World War I, settled in the area of Detroit's older Jewish community around the Balch School, but soon established a much larger settlement in the western end of the Center Community around the Hutchins Junior High School. This settlement by 1940 extended into the Outer City. In its place, the area is now occupied largely by young Negro families.

The dominance of national groups in any area is chiefly significant to the public schools in the extent to which they support private religious schools, or send their children to public schools. Various neighborhoods in Detroit range in percentage of private-school attendance from 10 per cent to 55 per cent. In general, highest private-school attendance is in those communities occupied by Polish families. Since German and Italian families also frequently send their children to private schools, either Lutheran or Catholic, the highest percentage of private-school attendance is on the east side in Communities 5, 6 and 8 with a high percentage also in the Southwest District in Communities 15 and 16. To the extent that present occupants are succeeded by Negro families, the percentage of public school attendance through these areas has risen sharply and may increase to as much as 90 per cent.

Although Jewish families support some private schools, the predominant pattern is public-school attendance with the private schools in Jewish neighborhoods accounting for only 10 per cent of total school enrollments. Where Jewish families are succeeded by Negro families there is a much less marked increase in public school enrollments. Where such a change has occurred in recent years in the Central High School area the increase seems to be due to a change in age composition and a movement of relatively young Negro families into the area.

The first schools designed for platoon organization were the Kennedy and Maybee constructed in 1916 with the basic building concepts developing through the Pattengill in 1919, the Brady in 1920, and the Duffield in 1922.

With relatively high densities resulting from crowding of two-family flats and apartments on 35-foot lots there were large numbers of children within relatively short distances of school sites and considerable temptation to achieve a maximum of efficiency by building large schools, and building several schools together on the same site.

In fact, as Detroit took pride in having the largest industrial and most efficient industrial plant in the world, it carried over the same pride to the size and efficiency of its schools.

Detroiters of the 1920s took pride in the fact that children could go from kindergarten through Teachers' College in the Northwestern School group. They felt no particular incongruity in claiming that 7,000 students attended school on a single site located at what they also pointed-to with pride as the busiest intersection in the world at Grand River and the Boulevard.

With the rapid growth of Detroit before and during World War I, Detroit undertook a major expansion of its secondary schools, starting with Northwestern, Northeastern, Northern, Southeastern, Southwestern, and Cass Technical High School over a period of six years beginning in 1912.

With the high schools of this period, Detroit adopted a standard capacity of 2,400 to 2,800 for its comprehensive high schools.

In 1919, the Detroit Board of Education adopted the 6-3-3 basis of school organization and began a program of junior high school construction to place the whole city on this organization. During the next decade the Board constructed fourteen new buildings to be used as junior high schools, and also built additions to six older elementary schools to convert them to junior high schools.

The older converted buildings included:

SUB-COMMUNITY	SCHOOLS	YEAR BUILT
1 B	Garfield	1898, with additions in 1912, 1915, 1922
1 C	Greusel	1908, with additions in 1917, 1919
15 B	Condon	1914, with additions in 1919, 1922, 1924, 1927
3 A	McMichael	1916, with additions in 1921
16 B	Neinas	1916, with additions in 1922, 1924
16 C	Wilson	1916, with additions in 1927

These buildings with their additions, generally have a capacity of approximately 1,000. Some have never been completed by the addition of health units.

The buildings constructed as junior high schools, included Miller, Barbour, Hutchins, Jefferson, Sherrard, Burroughs, Foch, Munger, Cleveland, Durfee, Nolan, Jackson, Tappan, and Post. All but Munger are operating as junior high schools today.

These junior high schools generally followed a building plan similar to the new high schools and were built to a capacity of 1,700 to 2,000.

With the construction of these schools, most of Detroit was on the 6-3-3 basis, except the 21st and 22nd wards which were annexed to the city late in the decade.

The Master Plan for Schools of 1946 called for the ultimate replacement of those schools of the Middle-Aged City which are obsolete on account of age, or are badly located to serve residential neighborhoods. Since many of the schools of the Middle-Aged City were built between 1890 and 1910, they are characteristically of non-fire-resistant construction and built for a pre-platoon curriculum. Many were badly located on thoroughfares.

Sites and buildings of the Middle-Aged City considered suitable to retain are:

SUB-COMMUNITY	SCHOOL	YEAR BUILT
5 B	A. L. Holmes	1915
5 A	Stephens	1913
6 C	Hillger	1912
6 A	Nichols	1910
6 B	Howe	1913
6 B	Lingeman	1915
3 C	MacCulloch	1925
3 C	Longfellow	1916
3 A	Roosevelt	1925
3 B	McKerrow	1926
3 A	Angell	1916
4 A	Doty	1908
15 A	Ruthruff	1924
15 D	Sherrill	1923
15 C	Priest	1923
15 C	Hanneman	1916
15 B	Newberry	1927
15 A	Clippert	1910
16 C	Harms	1915
16 B	McKinstry	1905
16 B	Hubbard	1887, 1895 now Webster
16 D	Boynton	1925

The plan anticipated retention of all secondary schools except McMichael Junior High School and Northwestern and Southeastern High Schools. Eastern was considered obsolete on account of its age. The other three were considered poorly located for serving their areas, but potentially convertible for other school use.

Several elementary schools of the Middle-Aged City were considered sound structures but poorly located for serving residential neighborhoods. Some of these lie within areas which will become industrial. Elementary schools of the Middle-Aged City considered suitable for conversion were:

SUB-COMMUNITY	SCHOOL	YEAR BUILT
5 A	Cooper	1920
6 D	Marxhausen	1914
3 B	Winterhalter	1920
3 A	Goldberg	1904
4 A	Breitmeyer	1915
15 B	Ellis	1914
15 C	Logan	1925
16 C	Higgins	1930

Since the Master Plan based its standards of school size on the practice and recommendations of the Board of Education, it accepted a size of 750 to 1,000 students per elementary as a basis for school locations. Consequently, the Master Plan sought a pattern of neighborhoods which would yield this school population.

During the period since the development of the Master Plan, there has been virtually no new school construction in the Middle-Aged City. All construction has been directed to providing additional capacity rather than replacement of older buildings. Since the Middle-Aged City had an aging population with relatively few young children, there has been, until quite recently, an excess of capacity rather than a shortage of space throughout the Middle-Aged City. More recently the high birth rates and movement of younger families with small children into some of these older neighborhoods has again crowded some of the schools to the point where additional capacity is needed in some districts.

Additional capacity was provided in the Southwest District in 1955 by building the Webster as an addition on the old Hubbard site. The Fairbanks was rebuilt in 1955 after the old building was removed from the Lodge Expressway right-of-way. The building was reconstructed on the old site enlarged, rather than in the revised location recommended in the Master Plan.

The City of Detroit has established a priority schedule for carrying out neighborhood conservation projects in 55 neighborhoods of the Middle-Aged City over the next 10 years. It has received project approval for one such project at Gratiot and Warren, and filed applications on three additional neighborhoods in the Middle-Aged City:

6 A containing the Berry School
15 A containing the Sampson and Wingert Schools
16 B containing the Maybury, Gillies, and Amos Schools

The city is also seeking to qualify Community 6 as a Greater Neighborhood Renewal Project to be carried out over a 10-year period. This program includes the following school projects:

SUB-COMMUNITY	PROJECT	EST. COST
6 A	Replacement for Eastern High School	$4,850,000
6 A	New junior high school	4,700,000
6 D	Addition to St. Clair Elementary	300,000
6 A	Replacement of Berry, 1892	1,000,000
6 B	Replacement of Lillibridge, 1908	1,000,000
6 A	Addition to Scripps, 1898	250,000
6 A	Replacement of Field, 1887; Bellevue, 1899; and Van Dyke, 1894	1,000,000
	Total	$13,100,000

This program does not include replacement of other obsolete structures including:

SUB-COMMUNITY	SCHOOL	YEAR BUILT
6 C	Chandler	1905
6 D	Hutchinson	1906
6 C	Pingree	1902
6 C	Jones	1906
6 A	Nichols	1910
6 A	Scripps	1898
6 A	Monteith	1905

The only areas definitely included in redevelopment programs at the present time are the West-Side Industrial District and the Milwaukee-Junction Industrial District, both in the Old City. However, since many of the industrial plants built along the Detroit Terminal Railroad during the period of World War I are now threatened with obsolescence or with lack of employee parking area, programs for these areas will probably be under way within the next 10 years.

There are four areas of the Middle-Aged City which are indicated on the Master Plan of Land Use as appropriate for industrial use and which now contain some residences. If redevelopment funds are available, it is logical to presume that any or all of them may be cleared of existing residential uses. It is also probable that within the next 10 years the program will result in reduction of population, not elimination. These areas are listed below, together with the names and ages of schools serving these areas.

1. The area south of the proposed Fort-Vernor Expressway which includes most of the river frontage appropriate to port development:

SUB-COMMUNITY	SCHOOL	YEAR BUILT
16 A	Cary	1901
16 A	McMillan	1895
16 A	Morley	1903
16 A	Southeastern	1914

2. The area north of East Grand Boulevard lying between Hastings and Hamtramck:

4 B	Maybee	1916
4 B	Dwyer	1913
4 B	Breitmeyer	1915
4 B	Moore	1907
4 B	Sherrard	1923

3. The area between Mt. Elliott and Bellevue along the Michigan Central Railroad:

SUB-COMMUNITY	SCHOOL	YEAR BUILT
5 A	Thomas	1905
6 A	Berry	1892
6 A	Bellevue	1899

4. The area east of Hamtramck north of Harper:

5 B	Cooper	1920

The construction of expressways, the conversion of some areas to industrial use, and the clearance of residential blocks for playgrounds in the neighborhood conservation program will result in some reduction of families.

This reduction in population will, of course, be concentrated primarily within the districts of the schools listed as lying in industrial clearance areas. Reduction of population within areas which remain residential will be limited to lands cleared for playgrounds. From the experience of the Mack-Gratiot pilot neighborhood, this reduction may be estimated at approximately 5 per cent.

The Outer City consists of the area beyond the Detroit Terminal Railroad, much of which was annexed to the city in the 1920s and has received its major development since 1940. This area contains several old villages. New growth has filled in all of the Detroit space and has now spread beyond the city limits.

Detroit industrial sites have been limited under Detroit's 1940 zoning ordinance, and so the removal of industry to the suburbs has taken population with it. Railroad siding locations are no longer as necessary with the shift to truck transportation.

The Detroit Metropolitan Area (in Wayne, Oakland, and Macomb Counties) has grown from 2,377,000 to 3,762,360 persons between 1940 and 1960. Over the same period, the Negro population in the Detroit area increased by 205,061 persons—from 361,927 in 1940 to 566,988 in 1960.

The Outer City in 1940 contained the only substantial amounts of unbuilt land remaining in the city, so considerable building took place and the population in that part of Detroit of 541,000 in 1940 increased to 844,989 by 1960. It was this increase of 303,989 in the population that required a continuing emergency construction program and absorbed all available building funds. The families who moved into the Outer City were generally second or third generations of foreign-born families or newcomers to Detroit from rural and small cities of America. There are no significant concentrations of foreign-born ethnic groups. The few that there are consist of movements of Polish families northward from Hamtramck and east from Dearborn, and movements of German and Italian families out Gratiot. These movements are reflected in high enrollments in Lutheran and Catholic schools.

In general, there are three areas in the Outer City which have concentrations of Negro families: an area extending out Ryan Road, an area along the western edge of Highland Park and along Fenkell, and an area at Wyoming and Eight Mile.

Homes built in the Outer City were 74 per cent single ones. The density of population is 12,000 to a square mile, in contrast to the 20,000 to 29,000 of the Old City.

Some of the earliest elementary schools of the Outer City were built as township schools for a rural population. They were frequently built along the mile roads or diagonal thoroughfares which were unpaved roads, the only roads when the schools were built. Some of Detroit's present elementary schools were built as additions to these old township schools.

SUB-COMMUNITY	SCHOOL	DATE OF CONSTRUCTION
8 D	Grant	1926
10 A	Guest	1922
11 A	Edison	1921
12 B	Dubois	1922
13 B	Ruddiman	1922
11 A	Cadillac	1919

Other township schools were built just off the thoroughfares in locations which subsequently distorted a normal service area of other schools to be built. In this category are:

11 C	Coffey	1925
12 B	Mettetal	1925

Structurally, some of the annexed schools were poorly adapted to the Detroit Plan of instruction. Four small buildings from annexed territory with a total capacity under 1,000 students are of combustible construction:

5 B	Turner	1914
10 D	Birdhurst	1918
11 B	Stratford	1922
12 B	Dubois	1922

The Master Plan of Thoroughfares which divided the Outer City into relatively intact mile-square residential areas suggested rather logically that each of these neighborhoods should be an elementary-school district. It was equally logical that an elementary school to serve this area would be located at the center of the square mile.

This pattern of school location was followed by the Board of Education as soon as it became evident that the whole area between the mile roads would eventually be built up. This pattern was later formally incorporated in the plan of school locations developed as part of Detroit's Master Plan.

During the early 1940s, the staffs of the Detroit Board of Education and the Detroit City Plan Commission jointly developed a Master Plan of site standards and locations for Detroit schools and facilities. The plan was approved by the Board of Education and the Common Council in 1946.

The mile-square service area for elementary schools has direct consequences for the sizes of schools to be built. The Outer City has been built-up at densities up to 12,000 persons per square mile. A population of this size normally yields a public school population of 1,000 elementary students through grade six. During the first decade after a neighborhood is built, and while its families are generally young, the child population may run substantially higher than the normal figure. The peak of the first decade may be followed by a trough in the third decade when student population falls below the normal.

The Master Plan was based on a 6-3-3 organization over the entire system, and service areas were so drawn as to yield normal public school populations as follows:

Elementary (K-6)	750-1000
Junior High (7-9)	1500-1650
Senior High (10-12)	2400-3600

The plan proposed construction of five new elementary schools at outlying locations then being built up, and 16 new junior high schools principally in the Outer City, to change the balance of the system from 8-4 to 6-3-3 organization.

This plan also sought to rationalize the existing pattern by either discontinuing the badly placed buildings or by converting them to special schools or junior high schools for which their location on thoroughfares appeared appropriate. Since both special schools and junior high schools have larger service areas than elementary schools, it was assumed that they should be located where students could reach them by public transportation.

During the period since 1940, Detroit has constructed new schools and additions sufficient to house approximately 69,000 students, a figure which corresponds closely to the increased enrollment since that date.

The additional capacity has been provided in 36 new elementary schools, and in additions to 55 older elementary schools. Over the same period, the Board has constructed four new high schools and built additions to three older high schools and to one junior high school.

Of the new schools built since development of the Master Plan, 25 elementaries and two senior high schools were on sites designated in the Master Plan for school locations. Six new elementary schools, sometimes described as pocket elementaries, were built in other locations where there was special population concentration by reason of public housing construction, or where absence of junior high schools increased the enrollment beyond what had been anticipated for a K-6 system. The two additional senior high schools were constructed in areas where there were no junior high schools for ninth grade students.

Additions to new schools were principally in the outlying part of the city. As a result of additions made during this period, 29 elementary schools were enlarged to a capacity of over 1,000 students (capacity rating based on 32 students per room).

Changes from the original Master Plan of school locations have derived from two sources:

The high birth rates in new subdivisions have pushed local enrollments higher than the estimates on which the original plan was based.

The continued use of eight-grade elementaries and four-year high schools to accommodate grades 7-9 has placed a load approximately one-third higher than had been projected on each elementary and high-school location.

The 1946 Master Plan of school locations was correlated with the plans of the Department of Parks and Recreation in several respects:

Elementary schools were to be constructed and used as neighborhood recreation centers, and were to be located in five-acre playgrounds, a size considered large enough to meet both school and general neighborhood needs.

Junior and senior high schools were to be constructed and used as community recreation centers and located within 30- to 40-acre playfields.

Swimming pools in some junior and senior high schools were to be constructed with large folding doors so that they could be used as indoor pools in winter and outdoor pools in summer.

This joint program was implemented by a series of financial arrangements between the two agencies intended to be a proper allocation of costs:

The Department of Parks and Recreation would purchase land adjoining some schools for enlarging school playgrounds to a size suitable for general use.

The Board of Education would purchase from the Department of Parks and Recreation those portions of recreation areas to be used for school sites.

The Department of Parks and Recreation would reimburse the Board of Education for the costs of additional items in school buildings required by the Department of Parks and Recreation to carry out its program.

The joint arrangements have generally been followed by the Board of Education and the Department of Parks and Recreation. The Department of Parks and Recreation acquired a large number of playground and playfield sites while vacant land was available. Portions of some of these sites have subsequently been transferred to the Board of Education — notably the sites of the Ford and Osborn High Schools.

As a result of the acquisition of playground and playfield sites, the city of Detroit today owns a number of playfields which were designated in the Master Plan as locations for junior high schools. These sites include:

SUB-COMMUNITY	SITE	ACRES*
7 B	Cannon playfield	12.8 (17)
8 B	Skinner playfield (Denby extension)	7.6 (17.4)
8 D	Bessy playfield†	39.1 (60)
10 A	Butzel playfield	34.7
11 C	Peterson playfield	16.3
12 A	Stoepel Park No. 1	29.3
12 B	Milan playfield	11.9
13 B	Stoepel Park No. 2	44.8
13 A	Rouge Park	1203.6
14 A	Hammerberg playfield (Mackenzie)	20.8 (27.5)
15 C	Dingeman playfield (Chadsey)	15.3 (19.7)

*Acreage given is that owned by the city of Detroit, Dept. of Parks and Recreation. Where the Board of Education owns contiguous acreage, the total area in excess of any building site is indicated in parentheses.

†Used as site for Osborn High.

In addition the Department of Parks and Recreation owns extensive Rouge Valley acreage and one playfield in the vicinity of two additional areas of need suggested in the Junior High School Study of 1956.

SUB-COMMUNITY	SITE	ACRES
12 B	Redford Golf Course	
12 A	Eliza Howell Park	
13 B	Ruddiman playfield	6.8

The Board of Education has followed a procedure of notifying the Department of Parks and Recreation of new schools or additions planned so that the Department of Parks and Recreation may have the opportunity to add special facilities where they are desirable.

The Department of Parks and Recreation has joined in the construction of one major recreation center, the Cannon Memorial Center integrated with the Finney School.

The Department of Parks and Recreation has also contributed to the cost of folding doors for three indoor-outdoor swimming pools at Pershing, Mumford, and Redford High Schools. The department has chosen not to participate in the cost of such pools at Post and Cody.

The Outer City now has close to its full residential development. There are relatively small tracts near Lahser and Seven Mile in the Dow School district, and near Wyoming and Eight Mile in the Higginbotham district, capable of accommodating a few hundred houses each. Apart from these tracts, future house construction in the Outer City will be limited to scattered construction on sleeper lots. There is probably no elementary district which will have more than 5 per cent further growth from this source.

While the Outer City will not grow much further, it will not lose many dwellings to public improvements. Most of the Outer City was provided with playgrounds and playfields through the city's acquisition program in the 1940s.

Expressway construction will remove many fewer houses in the Outer City than in the Old City. There is a two-fold reason for the relatively minor loss in homes in the Outer City:

1. The Master Plan of Thoroughfares of 1925 established a number of routes with 204 right-of-ways through the Outer City. These routes will be used within existing right-of-way for some expressway connections, and even where widened will require the addition of only 150 foot right-of-way as opposed to 300 foot new right-of-way acquired for Lodge and Ford Expressways. Most of the right-of-way for the Chrysler Expressway between McNichols and the City Limits along Oakland has already been reserved by the city.
2. The relatively low density of development of the Outer City has the consequence that even where a full expressway right-of-way may be acquired, it will remove only half as many dwelling units as acquisition of such a route as Chrysler within the Boulevard.

In 1940 a Master Plan of the City of Detroit was officially adopted by the City Council. This Master Plan based its standards of school size upon the recommendations of the Board of Education. It accepted the size of 750 to 1,000 students per elementary school as a basis for school locations. Consequently, the Master Plan sought a pattern of neighborhoods which would yield this school population. This pattern applied to the Middle-Aged City would replace relatively small, old schools with a smaller number of relatively larger schools. The Master Recreation Plan established a pattern of playgrounds which provides larger play space for most elementary schools in the Middle-Aged City. In practice, playground purchases by the Department of Parks and Recreation have been principally in the Old City and the Outer City. Playground acquisition in the Middle-Aged City required the clearance of houses at great expense. During the period since the development of the Master Plan, there has been almost no new school construction in the Middle-Aged City. All construction has been directed to provide additional capacity, rather than replacement of old buildings. Since the Middle-Aged City had an aging population with relatively few young children, there has been, until fairly recently, an excess of capacity rather than a shortage of space throughout the Middle-Aged City. Recently, the high birth rate and the movement of younger families into some of the older neighborhoods has again crowded some of the schools to the point where additional capacity is needed in some districts.

Under the Neighborhood Conservation Program for Urban Renewal, the City of Detroit and the Board of Education have an opportunity to use federal grants to carry out several of the public improvements under the Master Plan. The Urban Renewal Agency offers the city two-thirds of the cost of acquiring playgrounds and school sites and may be reimbursed for two-thirds of the cost of blighted structures (including school buildings) to be removed. The city may not receive federal funds for construction of schools, although money for school construction in blighted areas can be credited as a part of the local one-third contribution required under the law.

Redevelopment programs in the West-Side Industrial District, the Milwaukee-Junction Industrial District, the replacement of obsolete industrial plant facilities along the Detroit Terminal Railroad, the building of the Chrysler and Ford-Vernor Expressways, the Port of Detroit development, and the clearance of residential blocks for playgrounds in the Neighborhood Conservation Program will result in a drastic reduction of families.

With this picture of the continued movements of groups of people within the city, with in-migration and out-migration constantly taking place, and with public improvements displacing families, it is clear how difficult it has been to project school enrollments very far into the future.

AN ANALYSIS OF PUBLIC SCHOOL POPULATION TRENDS

A significant growth in school enrollment occurred since 1950 in the City of Detroit in the face of adverse socio-economic factors such as employment fluctuations and population losses and mass out-migration from the city to its suburban areas.[6]

A most paradoxical fact for the City of Detroit is that public school enrollments have risen from 232,230 in 1950 to 285,304 in 1960 and to 288,164 in 1961, while the total population of the city dropped from 1,849,568 to 1,670,144 in that decade.

A comparison of population pyramids explains what has happened. Both the population under age 20 and the population over age 50 have increased, while the number of persons in the productive years has dropped sharply.

AGE GROUP	1950	1960
0-19	551,343	586,216
20-49	896,277	643,014
50-over	401,948	440,914

The rise in school enrollment was due primarily to the increase in the size of the school age population, reflecting in turn the impact of high numbers of births annually and a high birth rate after World War II. From a level of births around 35,000 annually in the pre-war period, the total increased to over 45,000 in 1946 and was maintained at an average of over 46,000 through 1957. Since that time, the annual birth rate has leveled off at 36,000 due to the removal from the city of many families in the 20-45-year age group.

Detroit lost approximately 180,000 residents during the decade. However, the net loss conceals a much greater shift of people that occurred. Natural increase within the city of Detroit produced an excess of 276,000 births over deaths within the city. There was a net in-migration of over 115,000 persons. The total out-migration from the city into the suburbs consequently must be computed as approximately 575,000 persons.

While the principal source of increased school enrollments has been due to the larger number of youth of school age living in the city, the enrollments have also been pushed up by the fact that a steadily increasing percentage of these youths has been enrolled in public schools at all school levels. The 232,230 students in public school in 1950 represented 71.8 per cent of the total school population. The 1960 enrollment in public schools of 285,304 was 74.8 per cent of the total school population. In 1961, the percentage rose to 75.8 per cent, with 288,146 students in public schools.

Parochial school enrollment also increased over the decade, but took a smaller share of the total. In 1950, parochial school enrollment was 81,068, or 25.0 per cent of the total school population. In 1960, the number of pupils in parochial schools was up to 89,912, but this represented only 23.6 per cent of total school population.

At the elementary-school level, virtually all youth in the school census are normally accounted-for as having been enrolled in either public or parochial schools. Over the past decade, the percentage of elementary-school youth enrolled in public elementary schools has risen from 74.1 to 77.0, while there has been a corresponding loss in percentage of private- and parochial-school enrollment. This change of 3 per cent accounts for the increased public enrollment of 6,000 students.

At the junior high school level, approximately 67 per cent of youth are accounted-for in public school enrollment and about 27 per cent in private and parochial enrollments. These percentages have changed little over the decade.

The most dramatic increase in enrollments is occurring at the senior high school level, where only 72.4 per cent of youth could be accounted-for as being enrolled in either public or private schools in 1950. This percentage has risen steadily, so that 82.6 per cent can be accounted-for as enrolled in school in 1961.

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[6] Report of School Housing Division to the Board of Education.

Both public and parochial schools have shared this percentage increase:

TYPE OF SCHOOLS	1950	1961
Public schools	53.8	60.8
Parochial schools	18.6	21.8

On the assumption that present percentages are maintained, public-school enrollments will rise from 288,146 in 1961 to 306,100 in 1964. Of this total, elementary-school enrollments should rise from 172,625 in 1961 to 177,000 in 1964; junior-high enrollments from 59,925 in 1961 to 62,100 in 1964; and senior-high enrollments from 43,848 in 1961 to 55,800 in 1964.

TENTATIVE CONSTRUCTION SCHEDULE

(tables, pages 175-79)

SITE-PLANNING-CONSTRUCTION STATUS REPORT

(tables, pages 180-87)

TENTATIVE CONSTRUCTION SCHEDULE

(Based upon Priority List of 12-30-58 and Other Factors)

Annual [a]Budget Appropriation and [b]Cash Needs Analysis for the Full Ten-Year, 160 Million Dollar Plant Program

Detroit Board of Education **School Housing Division**

PRIORITY LISTING						BUDGET AND CASH NEEDS (IN THOUSANDS)[c]														
School District	School	Proposal	Total Score	Safety Score	Fire Rate	Total Est. Cost	1959 to 1960	1960 to 1961	1961 to 1962	1962 to 1963	1963 to 1964	First 5-Year Cost	1964 to 1965	1965 to 1966	1966 to 1967	1967 to 1968	1968 to 1969	1969 to 1970	2nd 5-Year Cost	Total Project Cost
1 Ford	Ford H.S.	Compl.	879	95	1	$ 4,000	$4,000 2,000	$ 1,500	$ 500	$	$	$4,000	$	$	$	$	$	$	$	$ 4,000
2 Osborn	Osborn H.S.	Compl.	841	92	1	4,000	4,000 2,000	1,500	500			8,000								8,000
3 Clark	Clark H.S.	Conv. & Add 1st Unit	695	72	1	1,000	1,000 400	400	200			9,000								9,000
4 SHS#2	SHS#2	Site				500	500 200	200	100			9,500								9,500
5 SHS#1	Irving	Repl.	160	33	3	2,000	2,000 400	1,100	500			11,500								11,500
6 N.W.	Wingert	Rehab.	599	70	4	125	125 100	25				11,625								11,625
7 N.W.	Sampson	Rehab.	809	89	4	125	125 100	25				11,750								11,750
8 Redford	7-9	New—1st Unit				1,225	[d]1,225 25	60	600	540		12,975								12,975
9 Chadsey	Clippert	Rehab.	537	61	4	125	125 100	25				13,100								13,100
10 SHS#1	Hancock-Tilden	Repl.	345 205	42 36	3 3	1,600	[d]1,000 500	500				14,100	[e]600 400	200					600	14,700
11 Pershing	K-6	New				525	525 400	125				14,625							600	15,225
12 Mumford	K-3	New				350	350 250	100				14,975							600	15,575
13 Clark	K-6	New				1,150	1,150 200	150	600	200		16,125							600	16,725
14 S.W.	McMillan	Conv. & Rehab.	525	65	4	150	150 100	50				16,275							600	16,875
15 Redford	Yost	Compl.	513	68	1	550	550 400	150				16,825							600	17,425
16 N.E.	Parke	Rehab.	522	60	4	125	125 100	25				16,950							600	17,550

a = Budget appropriations in larger type. b = Cash needs in smaller gothic type. c = Add three places to all dollar amounts. d = First unit. e = Second unit.

Tentative Construction Schedule (2)

PRIORITY LISTING						BUDGET[a] AND CASH NEEDS[b] (IN THOUSANDS)[c]														
School District	School	Proposal	Total Score	Safety Score	Fire Rate	Total Est. Cost	1959 to 1960	1960 to 1961	1961 to 1962	1962 to 1963	1963 to 1964	First 5-Year Cost	1964 to 1965	1965 to 1966	1966 to 1967	1967 to 1968	1968 to 1969	1969 to 1970	2nd 5-Year Cost	Total Project Cost
17 N.W.	K-6	New				$ 1,150	$ 1,150 300	$ 230	$ 320	$ 300	$	$18,100	$	$	$	$	$	$	$ 600	$18,700
18 Central	K-6	New				650	650 400	250				18,750							600	19,350
19 Eastern	Berry	Repl.	412	52	3	1,300	1,300 300	700	300			20,050							600	20,650
20 N.E.	S. Francesco	Rehab.	578	71	1	100	100 100					20,150							600	20,750
21 Osborn	K-6	New				750	750	50	700			20,900							600	21,500
22 N.W.	K-6	New				1,200	^{d}800	40	500	260		21,700		^{e}400 20	300	80			1,000	22,700
23 N.E.	Bishop	Rehab.	495	69	4	125	125 100	25				21,825							1,000	22,825
24 N.E.	Bunche-Smith	Rehab.	718	71	4	125	125 100	25				21,950							1,000	22,950
25 S.W.	Mark Twain	New K-6				500	500 50	450				22,450							1,000	23,450
26 N.E.	Norvell	Repl.	484	61	3	1,800	^{d}1,400 500	250	450	200		23,850			^{e}400 50	350			1,400	25,250
27 Northern	K-6	New				2,300	^{d}1,700 500	250	550	400		25,550			^{e}600 50	450	100		2,000	27,550
28 S.W.	Wilson	Compl.	685	85	1	1,300	1,300 300	270	530	200		26,850							2,000	28,850
29 S.E.	7-9	New—1st Unit				2,500	750 400	1,750 450	900	750		29,350							2,000	31,350
30 N.E.	Campbell	Repl.	491	62	3	1,100	1,100 55	600	445			30,450							2,000	32,450
31 Eastern	Nichols	Rehab.	674	67	4	125	125 100	25				30,575							2,000	32,575
32 Western	7-9	New				4,350		^{d}2,350 600	1,150	600		32,925				2,000 1,400	600		4,000	36,925
33 Eastern	Chandler	Rehab.	541	70	4	125	125 100	25				33,050							4,000	37,050
34 SHS#1	10-12	New				7,500		^{d}3,000 600	1,150	1,000	250	36,050				^{e}4,500 2,500	2,000		8,500	44,550

a = Budget appropriations in larger type. b = Cash needs in smaller gothic type. c = Add three places to all dollar amounts. d = First unit. e = Second unit.

Tentative Construction Schedule (3)

PRIORITY LISTING						BUDGET[a] AND CASH NEEDS[b] (IN THOUSANDS)[c]														
School District	School	Proposal	Total Score	Safety Score	Fire Rate	Total Est. Cost	1959 to 1960	1960 to 1961	1961 to 1962	1962 to 1963	1963 to 1964	First 5-Year Cost	1964 to 1965	1965 to 1966	1966 to 1967	1967 to 1968	1968 to 1969	1969 to 1970	2nd 5-Year Cost	Total Project Cost
35 Central	McKerrow	Add.	528	69	1	$ 350	$	$ 350 250	$ 100	$	$	$36,400	$	$	$	$	$	$	$ 8,500	$44,900
36 SHS#1	7-9	New				4,300		3,250 800	1,450	1,000		39,650				[e]800 550	250 500		9,550	49,200
37 Clark	Clark H.S.	Add— 2nd Unit	695	72	1	1,500		[e]1,500 120	1,380			41,150							9,550	50,700
38 SHS#2	10-12	New				5,000		[d]2,500 150	950	900	500	43,650			[e]2,500 1,500	1,000			12,050	55,700
39 Western	Franklin	Rehab.	585	70	4	125	125 100	25				43,775							12,050	55,825
40 S.E.	7-9	Add— 2nd Unit				1,550		1,550 120	1,430			45,325							12,050	57,375
41 N.W.	Estabrook	Repl.	345	46	4	1,800		[d]1,225 500	500	225		46,550		[e]575 300	275				12,625	59,175
42 SHS#1	Central	Repl.				2,900		[e]2,000 500	1,000	500		48,550			[e]900 500	400			13,525	62,075
43 Redford	7-9	Add— 2nd Unit				1,000		[d]1,000 500	500			49,550							13,525	63,075
44 S.W.	Morley	Rehab.	412	66	4	125	125 100	25				49,675							13,525	63,200
45 Eastern	Eastern H.S.	Repl.	501	56	4	7,500		[d]4,000 300	700	1,700	1,300	53,675				[e]3,500 2,000	1,500		17,025	70,700
46 Northern	Goldberg	Rehab.	470	56	4	125	125 100	25				53,800							17,025	70,825
47 Eastern	7-9	New				4,300		[d]2,350 250	600	1,000	500	56,150					[e]1,950 1,000	950	18,975	75,125
48 N.E.	7-9	New				3,800		[d]2,300 200	500	1,000	600	58,450					[e]1,500 1,000	500	20,475	78,925
49 S.W.	Bennett	Rehab.	637	78	3	125	125 100	25				58,575							20,475	79,050
50 Western	Maybury	Rehab.	345	42	3	125	125 100	25				58,700							20,478	79,175
51 Northern	Doty	Rehab.	583	67	4	125	125 100	25				58,825							20,475	79,300
52 Northern	Crosman	Rehab.	500	71	4	125	125 100	25				58,950							20,475	79,425
53 Western	Preston	Rehab.	683	84	3	50	50 50					59,000							20,475	79,475

a = Budget appropriations in larger type. b = Cash needs in smaller gothic type. c = Add three places to all dollar amounts. d = First unit. e = Second unit.

Tentative Construction Schedule (4)

PRIORITY LISTING						BUDGET^{a} AND CASH NEEDS^{b} (IN THOUSANDS)^{c}														
School District	School	Proposal	Total Score	Safety Score	Fire Rate	Total Est. Cost	1959 to 1960	1960 to 1961	1961 to 1962	1962 to 1963	1963 to 1964	First 5-Year Cost	1964 to 1965	1965 to 1966	1966 to 1967	1967 to 1968	1968 to 1969	1969 to 1970	2nd 5-Year Cost	Total Project Cost
54 Western	McKinstry	Rehab.	557	78	3	$ 125	$ 125 100	$ 25	$	$	$	$59,125	$	$	$	$	$	$	$20,475	$79,600
55 Western	Owen	Repl.	505	60	3	1,600		1,600 550	700	350		60,725							20,475	81,200
56 Cody	Ruddiman	Conv.	848	84	1	500			500 300	200		61,225							20,475	81,700
57 Cody	7-9	New				3,225			^{d}2,025 1,025	1,000		63,250			^{e}1,200 700	500			21,675	84,925
58 Cody	7-9	New				2,125			^{d}1,225 825	400	125	64,475			^{e}900 550	350			22,575	87,050
59 Denby	K-6	New				525			525			65,000							22,575	87,575
60 S.E.	St. Clair	Repl.	435	50	3	1,600			^{d}1,300 900	400		66,300			^{e}300 200	100			22,875	89,175
61 S.E.	Lillibridge	Repl.	382	42	4	1,400			^{d}1,100 700	400		67,400			^{e}300 200	100			23,175	90,575
62 Eastern	Monteith	Rehab. & Add.	438	62	3	700			700 400	300		68,100							23,175	91,275
63 SHS#1	Poe	Repl. & Add.	505	62	4	1,000			1,000 600	400		69,100							23,175	92,275
64 Western	7-9	New				1,800			^{d}1,000 600	400		70,100			^{e}800 500	300			23,975	94,075
65 N.W.	7-9	New				3,250			^{d}2,000 300	1,200	500	72,100					^{e}1,250 700	550	25,225	97,325
66 Eastern	Scripps	Repl.	380	43	3	1,400			1,400 400	500	500	73,500							25,225	98,725
67 Northern	Warehouse	Add.				500			500 300	200		74,000							25,225	99,225
68 Chadsey	Chadsey	Compl.	749	89	1	1,250			1,250 250	600	400	75,250							25,225	100,475
69 S.E.	Howe	Add.	532	74	1	800			800	300	500	76,050							25,225	101,275
70 Eastern	Field	Repl.	578	61	4	1,900			^{d}1,200 300	600	300	77,250					^{e}700 300	400	25,925	103,175
71 Eastern	Bellevue	Repl.	265	30	3	1,600			^{d}1,200 100	150	250	78,450	700				^{e}400 200	200	26,325	104,775

a = Budget appropriations in larger type. b = Cash needs in smaller gothic type. c = Add three places to all dollar amounts. d = First unit. e = Second unit.

Tentative Construction Schedule (5)

PRIORITY LISTING						BUDGET[a] AND CASH NEEDS[b] (IN THOUSANDS)[c]														
School District	School	Proposal	Total Score	Safety Score	Fire Rate	Total Est. Cost	1959 to 1960	1960 to 1961	1961 to 1962	1962 to 1963	1963 to 1964	First 5-Year Cost	1964 to 1965	1965 to 1966	1966 to 1967	1967 to 1968	1968 to 1969	1969 to 1970	2nd 5-Year Cost	Total Project Cost
72 Eastern	Pingree	Repl.	433	54	3	$ 1,050	$	$	$1,050 100	$ 100	$ 250	$79,500	$ 600	$	$	$	$	$	$26,325	$105,825
73 N.W.	McGraw	Repl.	425	60	3	1,350			d1,050	250	200	80,550	600				e300 100	200	26,625	107,175
74 N.W.	Sill	Repl.	451	64	3	1,600			d1,300	400	300	81,850	600				e300 100	200	26,925	108,775
75 N.W.	Columbian	Repl.	409	53	4	1,100			d800		200	82,650	600				e300 100	200	27,225	109,875
76 N.E.	Capron	Repl.	466	69	3	600			600		200	83,250	400						27,225	110,475
77 N.E.	Harris	Repl.	297	54	3	1,800			d1,500 200	350	350	84,750	600				e300 100	200	27,525	112,275
78 Eastern	Jones	Repl.	565	66	3	950			950	100	200	85,700	650						27,525	113,225
79 Western	Neinas	Compl.	658	89	1	500			500		150	86,200	350						27,525	113,725
80 Western	Amos	Repl.	457	44	3	1,050			1,050	200	250	87,250	600						27,525	114,775
81 Cooley	Winship	Conv.	808	94	1	300			300		200	87,550		100					27,525	115,075
82 N.W.	Condon	Compl.	704	82	1	700			700		400	88,250		300					27,525	115,775
83 N.E.	Campau	Repl.	382	58	3	1,100			d800		300	89,050	500				e300 100	200	27,825	116,875
84 Ford	7-9	New				3,300			d2,300		500	91,350		800	1,000		e1,000 400	600	28,825	120,175
85 Redford	7-9	New (Stoepel)				2,325							d1,825 225	1,000	600		e500 200	300	31,150	122,500
86 S.E.	7-9	New				2,800							600 400	d1,800 400	1,000	600	e400 300	100	33,950	125,300
Total Budget Needs						125,300	30,000	30,725	30,625			91,350	3,025	2,775	7,900	10,800	10,050		33,950	125,300
Total Cash Needs							11,410	15,215	27,105	19,975	9,225		10,375	3,120	7,425	10,680	9,300	4,600		

a = Budget appropriations in larger type. b = Cash needs in smaller gothic type. c = Add three places to all dollar amounts. d = First unit. e = Second unit.

(In an earlier version of this report, a typographical error showed the grand total estimated cost as 122,500.)

SITE-PLANNING-CONSTRUCTION STATUS REPORT

December 27, 1960—Corrected as of October 10, 1961

School Housing Division
Detroit Board of Education

0=Items do not apply.

PRIOR. NO.	PROJECT NAME	PROJECT STATUS											
		B of E Site Appr.	Site Acq. Ord.	Site Appr. Compl.	Site Condem. Filed w/Court	Board Approval of Court Verdict	Arch. Sel.	P.A.C. App.	Educ. Spec. Appr.	Prel. Constr. Plans Appr.	Final Constr. Plans Appr.	Constr. Contr. Appr.	Constr. Compl. (%)
1	Ford High—Add.	0	0	0	0	0	4-13-54	4-59	2-9-60	6-7-60	4-11-61	6-20-61	18%
2	Osborn High—Add.	0	0	0	0	0	4-13-54	4-59	10-27-59	5-10-60	2-28-61	6-20-61	42%
3 (13-37)	Finney H. S. & Jr. H. S.	8-9-60	9-27-60				1-12-60	2-8-60	8-9-60	10-31-61			
4 (38)	Kettering High	5-24-60	6-14-60		8-30-60	11-8-60	3-23-60						
5	Irving Repl.	6-28-60	7-26-60		7-26-60	10-11-60	8-23-60						
6	Wingert Rehab.	0	0	0	0	0	7-28-59	4-13-60	5-10-60	5-10-60	6-7-60	7-1-60	98%
7	Sampson Rehab.	0	0	0	0	0	7-28-59	4-14-60	5-10-60	5-10-60	6-7-60	7-1-60	78%
8 (43)	Murphy Jr. High	10-6-59					1-12-60	2-25-60	6-28-60	7-25-61			
9	Clippert Rehab.		0	0	0	0	7-28-60	5-19-60	6-7-60	6-7-60	7-26-60	8-23-60	60%
10	Tilden Repl.	8-23-60					10-6-59						
11	Reeves Elem.	10-6-59	0		0		8-23-60						
12	Beaubien Jr. H.	7-25-61					7-25-61			2-14-61	3-14-61	4-11-61	100%
13													
14	McMillan Rehab. & Conv.	0	0	0	0	0	7-28-59						
15	Yost Elem.—Add.	0	0	0	0	0	1-11-55	4-59	11-24-59	4-12-60	10-27-60	6-20-61	95%
16	Parke Rehab.	0	0	0	0	0	7-28-59	5-19-60	6-7-60	6-7-60	7-26-60	8-23-60	99%
17	Biddle Elem.	5-24-60	6-14-60		9-60	10-27-60	8-23-60	12-22-60	5-9-61				
18 (35)	Keidan Elem.	7-26-60	8-23-60	10-11-60			1-12-60	3-3-60	7-26-60	8-8-61			
19a	Berry No. 1	0	0	0	0	0	1-12-60	2-23-60	4-19-60	6-7-60	12-13-60	6-20-61	100%
19b	Bell Elem.	6-27-61					6-30-61						
20	San Francesco-Rehab.	0	0	0	0	0	7-28-59	5-31-60	7-26-60	7-26-60	8-9-60		
21	Fleming Elem.	0	0	0	0	0	1-12-60	4-12-60	6-28-60	2-14-61	4-25-61	6-27-61	32%
22	Jamieson	0	0	0	0	0	10-6-59	10-26-59	3-8-60	6-7-60	10-27-60	12-13-60	100%
23	Bishop Rehab.	0	0	0	0	0	7-28-59	6-22-60	7-26-60	7-26-60	8-22-61	0	25%

Site-Planning-Construction Status Report (2)

0=Items do not apply.

		PROJECT STATUS										
PRIOR. NO.	**PROJECT NAME**	**B of E Site Appr.**	**Site Acq. Ord.**	**Site Appr. Compl.**	**Site Condem. Filed w/Court**	**Board Approval of Court Verdict**	**Arch. Sel.**	**P.A.C. App.**	**Educ. Spec. Appr.**	**Prel. Constr. Plans Appr.**	**Final Constr. Plans Appr.**	**Constr. Contr. Appr.**	**Constr. Compl. (%)**
24	Bunche-Smith Rehab.	0	0	0	0	0	7-28-59	6-17-60	7-26-60	7-26-60	8-9-60	6-20-61	100%
25	Mark Twain	0	0	0	0	0	1-25-55	4-59	12-8-59	4-12-60	10-27-60	12-13-60	99%
26	Norvell Repl.	10-6-59	2-9-60	9-60	5-9-60	8-23-60	8-23-60	2-20-61	7-25-61				
27	Sanders Elem.	8-23-60											
28	Wilson Compl.	10-6-59	2-9-60		5-13-60	2-28-61	8-23-60	4-21-61	9-12-61				
29 (40)	Joy Jr. H. S.	9-27-60	11-8-60			9-12-61	8-23-60	10-9-61	10-10-61				
30	Campbell Repl.												
31	Nichols Rehab.	0	0	0	0	0	7-28-59	5-31-60	7-26-60	7-26-60	8-9-60	6-20-61	100%
32	Pelham Jr. High	10-6-59	3-22-60	8-60	6-14-60	9-13-60	8-23-60	10-25-60	5-9-61				
33	Chandler Rehab.	0	0	0	0	0	7-28-59	6-17-60	7-26-60	7-26-60			
34	Murray Sr. H.	10-6-59	3-22-60		6-21-60	9-27-60	8-23-60	10-25-60	10-10-61				
36	Spain Jr. H.	10-6-59	0		0		8-23-60	10-25-60	5-9-61				
39	Franklin Rehab.	0	0	0	0	0	7-28-59	6-15-61	7-25-61	7-25-61			
41a	Woodward Elem.	10-6-59	2-9-60	9-60	6-1-60	8-23-60	8-23-60	10-25-60	8-8-61				
41b	Estabrook No. 1 Repl.	4-19-60	4-19-60		6-29-60	10-11-60							
42 (67)	Central Office	12-13-60	12-13-60	Purchased	12-19-60								
44	Morley Rehab.	0	0	0	0	0	7-28-59						
45	Eastern H. S. Repl.						6-30-61						
46	Goldberg Rehab.	0	0	0	0	0	7-28-59	6-21-60	7-26-60	7-26-60	5-23-61	8-8-61	45%
47	Butzel Jr. H. S.	3-28-61	3-28-61				6-30-61	6-9-61	10-10-61				
48	Knudsen Jr. H. S.	10-6-59	2-9-60	9-60	4-12-60	8-23-60	1-12-60	4-18-60	9-13-60	8-22-61			
49	Bennett Rehab.	0	0	0	0	0	7-28-59	5-15-61	6-27-61	6-27-61	10-31-61		
50	Maybury Rehab.	0	0	0	0	0	7-28-59	1-9-61	2-14-61	2-14-61	7-25-61	9-26-61	5%

Site-Planning-Construction Status Report (3)

0=Items do not apply.

PRIOR. NO.	PROJECT NAME	PROJECT STATUS											
		B of E Site Appr.	Site Acq. Ord.	Site Appr. Compl.	Site Condem. Filed w/Court	Board Approval of Court Verdict	Arch. Sel.	P.A.C. App.	Educ. Spec. Appr.	Prel. Constr. Plans Appr.	Final Constr. Plans Appr.	Constr. Contr. Appr.	Constr. Compl. (%)
51	Doty Rehab.	0	0	0	0	0	7-28-59	6-22-60	7-26-60	7-26-60	6-27-61	8-8-61	27%
52	Crosman Rehab.	0	0	0	0	0	7-28-59	7-6-60	7-26-59	7-26-60	5-23-61	8-8-61	50%
53	Preston Rehab.	0	0	0	0	0	7-28-59	6-15-61	7-25-61	7-25-61			
54	McKinstry Rehab.	0	0	0	0	0	7-28-59	1-12-61	2-14-61	2-14-61	7-25-61	10-31-61	
55	Owen Repl.	5-9-61	5-9-61				6-30-61						
56	Ruddiman Conv.	0	0	0	0	0	1-12-60	5-9-60	8-9-60	7-25-61			
57	Lessenger Jr. H.	3-8-60	0		0		8-23-60	10-25-60	3-14-61				
58	Brooks Jr. H.	10-6-59	0		0		1-12-60	6-1-60	10-27-60	8-8-61			
59	Anthony Elem.	7-25-61	8-22-61				6-30-61						
60	St. Clair Repl.	8-9-60	9-13-60			9-12-61	8-23-60	5-31-61	6-2-61				
61a	Lillibridge Repl.	8-9-60	9-13-60			9-12-61							
61b	Tendler Elem.	8-9-60	0	Site Purchased	12-13-60		8-23-60	10-25-60	11-22-60			6-20-61	70%
62a	Monteith Rehab.	0	0	0	0	0	7-28-59	2-11-60	4-19-60	4-19-60			
62b	Monteith Add.	5-24-60	6-14-60		7-22-60	11-8-60	1-12-60	2-11-60	4-19-60	7-25-61			
63	Poe Replacement	10-6-59	3-22-60		5-3-60 Withdrawn	5-23-61	1-12-60						
64	Earhart Jr. H.	10-6-59	3-22-60		7-6-60	9-27-60	6-30-61	10-16-61					
65	Webber Jr. H.	7-25-61	8-8-61				6-30-61	10-16-61					
66	Scripps Repl.	8-9-60	9-13-60				6-30-61	10-9-61					
68	Chadsey Compl.	7-26-60	8-23-60			5-23-61	1-12-60	2-8-60	7-26-60	3-14-61	10-31-61		
69	Howe Add.	8-9-60	9-13-60				1-12-60	10-4-60	1-24-61	6-13-61	9-12-61		
70	Field Repl. 9	3-28-61	3-28-61				6-30-61						

Site-Planning-Construction Status Report (4)

0=Items do not apply.

PRIOR. NO.	PROJECT NAME	PROJECT STATUS											
		B of E Site Appr.	Site Acq. Ord.	Site Appr. Compl.	Site Condem. Filed w/Court	Board Approval of Court Verdict	Arch. Sel.	P.A.C. App.	Educ. Spec. Appr.	Prel. Constr. Plans Appr.	Final Constr. Plans Appr.	Constr. Contr. Appr.	Constr. Compl. (%)
71	Bellevue Repl.	3-28-61	3-28-61				6-30-61						
72a	Krolik Repl.	8-9-60	9-13-60				6-30-61	10-11-61					
72b	Pingree Rehab.	0	0	0	0	0	7-28-59						
73	McGraw Repl.	10-6-59	2-9-60		6-16-60	9-13-60	8-23-60	10-25-60	8-8-61				
74a	Newberry Add.	6-28-60	8-23-60			4-25-61	8-23-60	12-21-60	3-14-61				
74b	Ellis Rehab.	6-28-60	8-23-60 Playground		10-4-60		7-28-59	12-22-60	7-25-61	7-25-61			
75	Columbian Repl.	7-26-60	8-23-60			8-22-61	6-30-61	10-11-61					
76	Chrysler	6-25-58	4-12-60	4-12-60	0		1-12-60	2-8-60	6-7-60	10-27-60	1-24-61	6-20-61	70%
77a	Harris Repl.	7-26-60	8-23-60				6-30-61	10-13-61					
77b	Williams Add.	7-26-60	8-23-60			3-14-61	8-23-60	10-16-61					
78	Jones Repl.	10-6-59	0		0		1-12-60	5-26-60	8-23-60	2-14-61	5-9-61	6-27-61	30%
79	Neinas Comp.												
80	Amos Repl.												
81	Winship Conv.	0	0	0	0	0	1-12-60	10-25-60	5-23-61				
82	Condon Compl.	7-26-60	8-23-60				1-12-60	2-12-60	8-9-60	6-30-61	9-12-61		
83	Campau Repl.			See Campbell									
84	Taft Jr. H.	10-6-59	3-22-60		4-6-60	10-27-60	1-12-60	2-25-60	6-28-60	4-11-61	8-8-61		
85	Curie Jr. H.	10-6-59											
114	George Rehab.	0	0	0	0	0	7-28-59						
122	Moore Rehab.	0	0	0	0	0	7-28-59						

SUMMARIES OF "SITE-PLANNING-CONSTRUCTION STATUS REPORT"

(tables, pages 180-83)

Sites for new buildings which have been acquired or are in the possession of the Board of Education:

ELEMENTARY		JUNIOR HIGH		SENIOR HIGH
Jamieson	Norvell Repl.	Beaubien	Brooks	Kettering
Mark Twain	Woodward	Murphy	Joy	Finney
Anthony	Estabrook Repl.	Pelham	Butzel	Murray
Farwell	Fendler	Knudsen	Webber	
Sanders	Monteith	Earhart		
Keidan	McGraw Repl.	Taft		
Irving	Chrysler	Spain		
Biddle	Fleming	Lessenger		

Construction plans have been approved for:

ELEMENTARY		JUNIOR HIGH	SENIOR HIGH
Chrysler	Tendler	Taft	Ford Add.
Yost Add.	Jones	Condon	Osborn Add.
Berry	Howe		
Jamieson (Contract approved)			
Mark Twain (Contract approved)			
Fleming			

Rehabilitation construction completed:

ELEMENTARY	
Wingert—100%	Tendler—53%
Sampson—100%	Goldberg—45%
Clippert—100%	Maybury—5%
Park—99%	Doty—27%
Bishop—25% (Also has Jr. High unit)	
Bunche-Smith—100%	Crosman--50%
Nichols—100%	

Rehabilitation plans approved to date:

ELEMENTARY	
San Francesco	Monteith
McKinstry	Ellis

Educational program approval has been reached on:

Keidan
Wilson
Winship
Franklin
Bennett
Monteith Add.
Preston
Knudsen
Ruddiman Conv.
Brooks
Finney
Murphy
Chadsey Compl.
Biddle
Joy
Pelham
Murray
Spain
Butzel
Lessenger
Norvell
Woodward
St. Clair
McGraw
Newberry

Projects moved ahead on 86 priority list:

Finney H.S. & Jr. H.	from 37th to	3rd place
Kettering H.S.	from 38th to	4th place
Murphy Jr. H.S.	from 43rd to	8th place
Keidan El.	from 35th to	18th place
Joy Jr. H.S.	from 40th to	29th place

(Continued on page 187)

PHYSICAL PLANT AND FACILITIES — FACT-FINDING REPORT

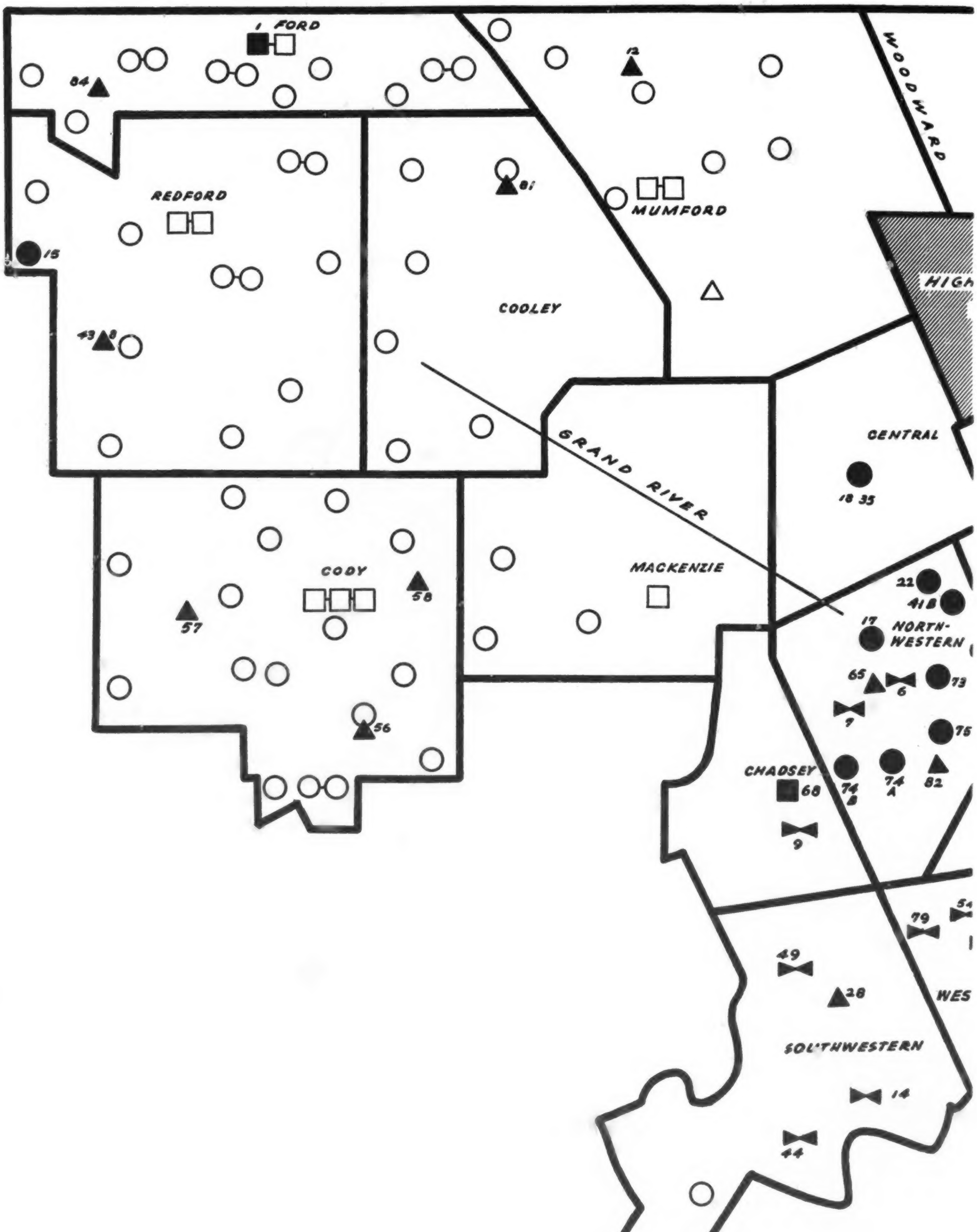
Detroit Public Schools
CONSTRUCTION PROGRAM
1959-1964

PRIORITY RATING	DISTRICT	SCHOOL
1	NW	Ford senior high completion
2	NE	Osborn senior high completion
3 (13-37)	NE	Finney senior high conversion and addition
4 (38)	SE	Kettering senior high - first unit
5	S	Irving elementary replacement
6	C	Wingert elementary rehabilitation
7	C	Sampson elementary rehabilitation
8 (43)	NW	Murphy junior high - first unit
9	SW	Clippert elementary rehabilitation
10	S	Hancock-Tilden replacement
11	N	Farwell junior high
12	N	Beaubien junior high - first unit
14	SW	McMillan junior high conversion and rehabilitation
15	NW	Yost elementary completion
16	SE	Parke elementary rehabilitation
17	C	Biddle elementary
18 (35)	C	Keidan elementary
19-a	E	Berry elementary replacement
19-b	E	Bell elementary - first unit
21	NE	Fleming elementary
22	C	Jamieson elementary
23	SE	Bishop elementary rehabilitation
24	SE	Bunche elementary rehabilitation
25	SW	Mark Twain elementary
26	SE	Norvell elementary replacement
27	C	Sanders elementary - first unit
28	SW	Wilson junior high addition
29	E	Joy junior high
30 (83)	SE	Campbell-Campau elementary replacement
31	E	Nichols elementary rehabilitation
32	S	Pelham junior high - first unit
33	E	Chandler elementary rehabilitation
34	S	Murray senior high - first unit
36	S	Spain junior high conversion and addition
39	S	Franklin elementary rehabilitation
41-a	C	Woodward elementary
41-b	C	Estabrook elementary site expansion
42	C	Central office replacement
44	SW	Morley elementary rehabilitation
45	E	Eastern high replacement

(continued on reverse)

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

PRIORITY RATING	DISTRICT	SCHOOL
46	C	Goldberg elementary rehabilitation
47	E	Butzel junior high - first unit
48	SE	Knudsen junior high - first unit
49	SW	Bennett elementary rehabilitation
50	SW	Maybury elementary rehabilitation
51	C	Doty elementary rehabilitation
52	C	Crosman elementary rehabilitation and addition
53	SW	Preston elementary rehabilitation
54	SW	McKinstry elementary rehabilitation
55	S	Owen elementary replacement
56	W	Ruddiman junior high conversion and addition
57	W	Lessenger junior high - first unit
58	W	Brooks junior high - first unit
59	NE	Anthony elementary
60	E	St. Clair elementary replacement
61-a	E	Lillibridge elementary replacement
61-b	E	Tendler primary
62	E	Monteith elementary rehabilitation and addition
63	S	Poe elementary site expansion
64	SW	Earhart junior high - first unit
65	C	Webber junior high - first unit
66	E	Scripps elementary replacement
67	C	Warehouse
68	SW	Chadsey senior high addition
69	E	Howe elementary addition
70	E	Field elementary replacement
71	E	Bellevue elementary replacement
72-a	E	Krolik elementary - first unit
72-b	E	Pingree elementary rehabilitation
73	C	McGraw elementary replacement
74-a	C	Newberry elementary addition
74-b	C	Ellis elementary rehabilitation and site expansion
75	C	Columbian elementary replacement - first unit
76	SE	Chrysler elementary - first unit
77-a	E	Harris elementary replacement
77-b	E	Williams elementary addition
78	E	Jones elementary replacement
79	SW	Neinas elementary rehabilitation and conversion
81	NW	Winship junior high addition and conversion
82	C	Condon junior high addition
84	NW	Taft junior high - first unit


1 FORD
84
12
WOODWARD
REDFORD
81
MUMFORD
15
COOLEY
HIGH
43 8
CENTRAL
GRAND RIVER
18 35
CODY
58
57
MACKENZIE
22
41B
17
NORTH-WESTERN
65
6
73
7
56
75
CHADSEY
68
74 B
74 A
82
9
79
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49
28
WES
SOUTHWESTERN
14
44
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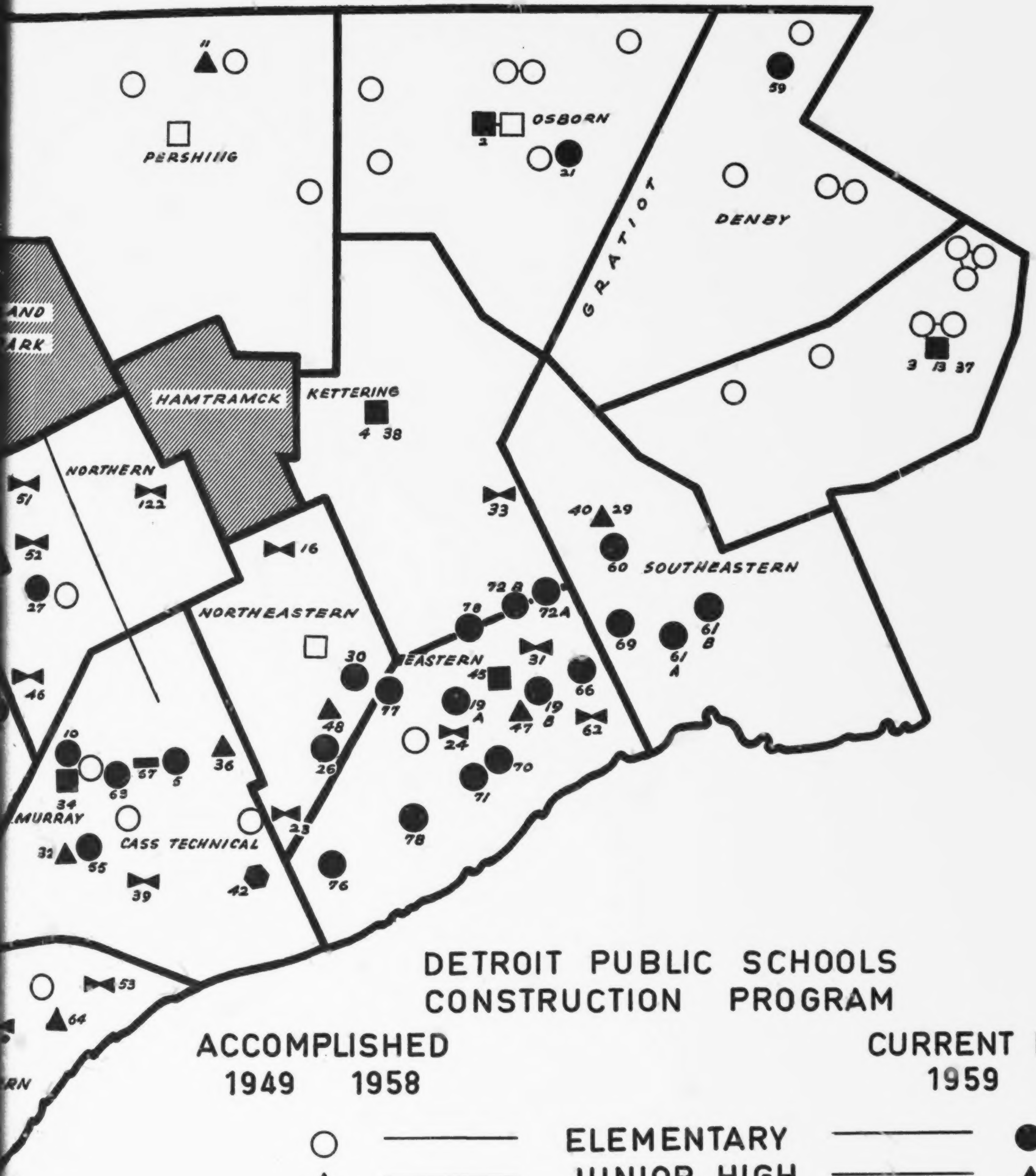
PERSHING
OSBORN
DENBY
GRATIOT
AND
ARK
HAMTRAMCK
KETTERING
NORTHERN
NORTHEASTERN
SOUTHEASTERN
EASTERN
MURRAY
CASS TECHNICAL
RN
11
2
21
59
3
13
37
4
38
51
122
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27
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16
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67
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36
34
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61 A
61 B
32
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76
53
64

DETROIT PUBLIC SCHOOLS CONSTRUCTION PROGRAM

ACCOMPLISHED 1949 1958		CURRENT PROGRAM 1959 1964
○	ELEMENTARY	●
△	JUNIOR HIGH	▲
□	SENIOR HIGH	■
	WAREHOUSE	▬
	OFFICE	⬢
	REHABILITATION	⋈

PHYSICAL PLANT AND FACILITIES — FACT-FINDING REPORT

Summaries of "Site-Planning-Construction Status Report"

(Continued from page 184)

The Maccabees Building was purchased December 13, 1960, for a central office building. This building was purchased out of funds budgeted annually for operation and maintenance of school buildings and not out of the $90-million millage and bond issue. Such a purchase was recommended by the Citizens Advisory Committee on school needs prior to the 1959 millage campaign.

George Ele. Rehab. has been added to five-year program and moved from 114th place to 86th place.

Moore Ele. Rehab. has been added to five-year program and moved from 122th place to 87th place.

(See Project Listings arranged by priority number, pp. 185-86; also Appendix E.)

The second step after acquiring school sites for the 86 priority projects list was to determine what should go into the buildings. In other words, an educational program for each building had to be written, indicating the needs for that building and for that community.

Of the 12 building projects for which partial plans were available in 1956, only 6 remain in the present five-year program, because the others were no longer considered necessary, even before the Citizens Advisory Committee Report in 1958. The plans for the 6 buildings had to be reviewed.

As mentioned before, the Board of Education adopted the 1958 Citizens Advisory Committee's recommendations for the specific steps to be taken in the planning and building of a new school. One important step was the appointment of a project advisory committee composed of two or three citizens in the area, a principal, a teacher, a non-contract employee, the school architect, and one or more representatives of the Building Planning Division of the Board of Education.

As a result of the 1958 Citizens Advisory Committee Curriculum and School Organization Reports, more attention is being given to self-contained organization for the early elementary grades. The character of the auditorium is being carefully surveyed; rooms for special subjects are being planned with enough flexibility to be used for other purposes when needed.

On the senior high school level, more laboratories, changes in physical education units, study halls, and auditoriums are being suggested by the project advisory committees. These studies have taken considerable time but are extremely important. Many such changes are affecting the kind of building that must be built.

In order to give some guiding principles to project advisory committees, the Superintendent of Schools organized a workshop in the summer of 1959 for educational program planning at all three levels: elementary, junior high, and senior high schools. For three weeks 60 Detroit teachers and administrators met daily to develop these programs. Out of this workshop three handbooks were developed which are being used by the project advisory committees in planning new schools.

The new construction program will begin to provide additional capacity by September 1961.

In the first year after the 1959 approval by the electorate of $90 million for a five-year school building program, 20 partial conversions from elementary to junior high have taken 3,000 ninth graders out of overcrowded senior high schools and accommodated them with a full day's program within existing elementary buildings which had surplus capacity. A school alteration program created 51 additional classrooms during that period. Space is being rented in churches and privately owned school buildings for relief of overcrowding.

TEMPORARY HOUSING FACILITIES

The Detroit Board of Education has used every device possible to provide sufficient classrooms for all Detroit children on a full-day schedule since 1959. The alteration program carried on by the Department of Buildings and Grounds of the Board of Education has provided 51 additional classrooms. Twenty elementary schools have been partially converted to accommodate 3,000 ninth graders, who have been taken out of senior high schools, thus relieving those overcrowded high schools.

During the period of time necessary for the preparation of plans and for the construction of the schools contemplated in our five-year building program, it has been necessary to rent temporary, suitable building space in an attempt to insure that every child enjoys a full day of school.

After a thorough investigation of each suggested possibility, agreements were entered into for the use of 10 buildings that house 1,350 children. The current rentals are:

Bethel Lutheran Church (Ferry relief)	5842 Mitchell	100 pupils
Mack-Mt. Elliot Recreation (Harris relief)	3619 Mt. Elliott	130 pupils
Nazareth Lutheran Church (Angell relief)	4321 Vicksburg	125 pupils
Pembroke Chapel (McKenny relief)	19901 Burt Road	300 pupils
Riverford Heights Reformed Church (Dow relief)	19961 McIntyre	125 pupils
St. Paul A.M.E. (McKerrow relief)	11359 Dexter	350 pupils
The Lutheran Ch. of St. Thomas and St. Peter (Hillger relief)	8640 Chapin Avenue	160 pupils
The Unity Lutheran Church (Harding relief)	14301 Burt Road	140 pupils

The School Plant Subcommittee visited the following representative group of temporary buildings to observe the equality of facilities furnished in different neighborhoods:

Riverford Heights Reformed Church, McIntyre and Pembroke, overflow from Dow School.—This is an all-white school. Two kindergartens were meeting in one large, airy, light room with a four-foot partition between. It was very noisy. The church is pretty and modern with good toilet facilities. Small portable coat racks were in use. Children were doing remarkable art work. Other new transportables at Dow were splendid.

Pembroke Chapel School, near the McKenny School. —An all-white school. Five rooms of thirty children each were meeting, three in the basement and two on the first floor. About 300 children were cared-for in the double-session kindergarten. The rooms were nice and modern but crowded. The basement had no daylight whatever, and 180 of the children met there. Toilet facilities were quite limited. Children stood in line and took their turn.

St. Paul A.M.E. Church, on Dexter Boulevard.—This church had been a Jewish synagogue and school. Therefore, the rooms had been built to accommodate school children very adequately. There are three grades meeting there. The school had an assistant principal assigned as a full-time administrator. This is practically an all-Negro school with about 2 per cent white. These facilities and equipment, including new desks and new books, were by far the best of the three rented ones that the subcommittee saw.

The Board of Education has approved the use and erection of a new type of building to supplement classrooms in an already existing building. This type is to be used instead of transportables. The cost is the same as a transportable, that is, from $1,500 to $1,700 per room.

The buildings are self-contained, one-story, structural steel frames, consisting of four classrooms, an activities room (which transportables do not have), heating and toilet facilities.

The seven voted by the Board of Education are the Reeves, which will be built at Riverview north of 7-Mile (for Burgess-Larned school relief), the McKenny, the Jeffries, Brady, Winterhalter, Pingree and Fox.

It might be noted here that the number of pupils on half-day sessions in 1959 was 68; in October 1960, it was 1,070; in September 1961, 1,442. Of these 1,442, there were 785 in the Center District, 612 in the East, and 45 in the Southwest. The number of pupils being transported in October 1959 was 6,722; in October 1960, it was 7,492; in September 1961, 5,835. (See report on the Center School District, Appendix D, p. 207.)

STEPS UNDER WAY TO PROVIDE ADDED SPACE IN THE CENTER DISTRICT

Special attention has been called to the Center District schools in the past year because of dissatisfaction by some with steps taken to relieve overcrowded situations. Others have expressed the belief that pupils in the Center District were not receiving as good school situations as in other sections of the city. Although information has been supplied concerning specific situations, it seems desirable that a more comprehensive report be presented in order to provide a picture of just what is the situation, of what has been done to provide adequate schooling in the Center District, and what are the provisions under way to provide for the pupils in the future.

A. The Center District Schools

The city school district has its schools organized into nine regional areas or districts. Each district contains the service area of two or three high schools, and the junior highs and elementary schools whose children will eventually go to those high schools. A full-time administrator serves to coordinate the work of the principals in each district, and to work with the citizens in that area to help see that the school problems in the area are foreseen and solved.

The Center District schools are:

Senior High Schools: Central, Northwestern, Northern.

Junior High Schools: Condon, Durfee, Hutchins, McMichael, Sherrard.

Elementary Schools: Alger, Angell, Brady, Breitmeyer, Columbian, Crosman, Doty, Dwyer, Ellis, Estabrook, Fairbanks, Goldberg, Longfellow, MacCulloch, Marr, Maybee, McGraw, McKerrow, Moore, Newberry, Palmer, Pattengill, Roosevelt, Sampson, Sill, Thirkell, Wingert, Winterhalter, Detroit Day School for Deaf.

B. Membership Trends in the District

Enrollment in Center District schools is shown on page 190. During the years covered, there have been alterations to some buildings to increase the number of classrooms; there have been city-wide or area-wide programs moved out of some buildings to make room for neighborhood children. Other adjustments, such as modifying the area serviced by a given school, class size, and half-day sessions or busing, have been used as enrollments have fluctuated. These figures which follow, however, indicate the membership trend in the Center District. (See table, p. 190.)

C. Related Facts

Since one of the critical areas of overcrowding is in the Center District, the Superintendent of Schools prepared a special report in that district, showing in detail the needs and steps being taken to meet those needs. This detailed report is on file at the central office of the Board of Education. Certain related school-plant statistics from this report are in Appendix D.

1. Peck School

In an effort to meet fairly quickly the overcrowding in the Roosevelt Elementary, the Board of Education bought the old Sacred Heart Academy on Lawrence and Woodrow Wilson. The movement of Catholic families out of the area had left it unoccupied. The building is a huge four-story one, greatly cut up by many small rooms. The question immediately arose as to whether to accommodate 800 pupils in it almost as it stood, or to make extensive alterations in order to provide for 1450 pupils. The Board decided to provide for the 1450 pupils, in order to relieve overcrowding in the Doty, Longfellow, Roosevelt, and Crosman Schools.

Although the number of children accommodated is larger than the Citizens Advisory Committee in 1958 recommended for an elementary school, it is expected that proper school organization can make the best possible use of the space. Class size is figured at 32 pupils per room, somewhat lower than prevails in most areas. The scheduled capacity of the building is 1450. This purchase was not a part of the 86-project priority list to be financed by the $90 million voted in 1959. Money for it is being provided out of the annual budget of the Board to meet an unexpected need. The declining population in other parts of the city will release some funds for expenditures in the Center District where population is rising. The Superintendent has approved the spending of an additional $2 million in the Center District over the next year from the school budget. Working with a Project Advisory Committee consisting of the principal of the Crosman School, a teacher and several parents, the architect prepared preliminary plans and presented them to the Board for approval on October 27, 1960. The Peck School has been in operation since April 1961 and has reduced the overcrowding in neighboring schools. Additions will be completed soon at the Thirkell, Crosman, and Chandler Schools.

2. Buildings in the Five-Year Construction Program

Nine elementary schools are scheduled for the Center District. The estimated added elementary school capacity of these buildings is 5284.[7]

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[7] Scheduled capacity is figured at 32 pupils per room.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

MEMBERSHIP OF CENTER DISTRICT
September 1957-September 1960

School	Sept. 1957	Sept. 1958	Sept. 1959	Sept. 1960	Sept. 1961	
ELEMENTARY & ALL SPECIAL:						
Alger	587	610	759	728	713	
Angell	1633	1765	1829	1967	1495	
Brady	1543	1620	1613	1637	1453	
Breitmeyer	788	793	754	781	738	
Columbian	1271	1186	1170	1116	1074	
Crosman	1271	1375	1381	1515	1486	
Doty	852	860	960	1144	909	
Dwyer	882	964	1059	1086	1031	
Ellis	452	546	567	583	515	
Ellis Special	112	90	121	128	106	
Estabrook	982	1030	1083	1099	1103	
Fairbanks	682	701	711	763	702	
Goldberg	1095	1242	1440	1399	1455	
Jamieson	—	—	—	—	1119	
Longfellow	1433	1573	1662	1769	1714	
MacCulloch	1557	1580	1713	1977	2269	
Marr	838	882	922	988	1091	
Maybee	832	855	852	819	809	
McGraw	801	734	708	753	640	
McKerrow	1277	1400	1529	1867	1880	
Moore	706	695	665	637	676	
Moore for Boys	240	276	226	230	263	
Newberry	624	621	639	602	569	
Palmer	842	801	767	747	698	
Pattengill	1883	2084	2247	2025	2128	
Peck	—	—	—	—	1353	
Roosevelt	1981	1943	2067	2319	1899	
Sampson	903	942	959	1300	1425	
Sampson, Special	129	127	133	—	—	
School for Deaf, West	247	238	243	225	277	
Sill	591	575	551	630	579	
Thirkell	1666	1508	1541	1550	1642	
Wingert	851	874	912	963	1039	
Winterhalter	1082	1087	1196	1348	1525	
TOTAL ELEMENTARY & ALL SPECIAL	30633	31548	32979	34695*	36373	*4000 gain. This forecasts a junior high school pressure soon.
JUNIOR HIGH:						
Condon	1012	1042	1083	965	929	
Durfee	1757	1801	2018	2139	2254	
Hutchins	1803	1749	1771	1861	1881	
McMichael	1650	1782	1687	1665	1789	
Sherrard	734	710	735	766	623	
TOTAL JUNIOR HIGH	6956	7084	7294	7396*	7476	*360 gain.
SENIOR HIGH:						
Central	1844	1841	1913	2189	2375	
Northern	1848	2078	2044	1912	1958	
Northwestern	2274	2281	2230	2734	2943	
TOTAL SENIOR HIGH	5966	6200	6187	6835*	7276	*900 gain.
TRADE:						
Det. Pr. Nurs. Center	107	149	151	100	119	
GRAND TOTAL	43662	49881	46611	49026*	51244	*5364 gain.

The schools and estimated completion dates are:

BUILDING	ADDED CAPACITY	SCHEDULED OCCUPANCY
Jamieson	800	Sept. 1961
Keidan	800	Feb. 1962
Woodward	550	Feb. 1962
Columbian	250	Sept. 1962
Ellis	200	Sept. 1962
McGraw	640	Sept. 1962
Newberry	544	Sept. 1962
Biddle	600	Feb. 1963
Sanders	900	Feb. 1963
Peck		
Addams		

The Condon Junior High School addition is scheduled to add 200 capacity and for occupancy September 1962. The Webber Junior High School is scheduled to provide for 900 pupils by February 1963.

The total added capacity in process is thus for 7,834, figured at room capacity of 32 pupils.

3. Continuous Planning

Planning for second semester housing needs is currently under way. Budget plans for 1961-62 will develop in the next several months. Re-study takes place for each building project in the five-year program. For the Center District this means that until the planned construction is completed, there will probably continue to be busing of some children to schools that have room, and that additional rented space and transportable units need to be provided.

When contracts have been awarded on buildings in the five-year program so that it is known what the costs will be, it is anticipated that some reallocations can be made. These allocations should be made so that units in the city where there is greatest need are enabled to be enlarged. It is also possible that within the annual budget, provisions can be made for some additional building. This will depend upon what happens to the tax resources that are available to the schools.

4. Plans for Junior High School Needs in the Center District

A committee was established in November 1960 to work with the School Housing Division in study of the junior high school needs of the Center District.

IMPLEMENTATION OF 1958 CITIZENS ADVISORY COMMITTEE RECOMMENDATIONS

Very soon after the Board of Education received the Findings and Recommendations of the Citizens Advisory Committee in November 1958, the Board developed an 86-project building program, requiring a $90,000,000 expenditure over the ensuing five-year period. The building program is not designed to put into ideal condition every school building in the city of Detroit, because this is impossible. It is rather to build buildings where they are needed and to replace buildings where buildings need to be replaced. It is not to attack the total program within the $90,000,000 over the next five years or to upgrade everything that exists. The 1958 Citizens Advisory Committee Report gives a most adequate listing of the differences among individual schools and shows many inequalities. The present committee assignment is to evaluate what is being planned to correct these inequalities.

The first priority was the elimination of hazardous conditions; the second, for additional capacity for increasing enrollments adequate to provide a six-hour day through the high school; the third, to replace obsolete buildings within a fixed schedule; and the fourth, to complete educationally incomplete buildings.

So Detroit's five-year building program started out with the elimination of hazardous school conditions, adding the capacity adequate to meet the growing needs, to replace obsolete plants as far as possible, and to complete buildings which had already been begun.

Safety Factors

Since the safety factor was so heavily stressed in judging the quality of buildings, the Board of Education set aside two millions of dollars to bring all school buildings up to Detroit's new safety code. Although the Board has autonomous authority and is not bound by law to comply with city ordinances, it believes it to be in its best interests to follow Detroit's building code requirements. The Board of Education is responsible for complying with the state fire code. The State Fire Marshall has stated in a letter to Superintendent Brownell that he feels that the present fire safety program of the Board of Education is satisfactory and would not be in violation of any state code.

However, the Board of Education has elected to comply with the new safety code of the city of Detroit, which requires that in all Type 3 and 4 buildings a sprinkling system be: (1) installed in all means of egress, (2) installed in all storage areas, (3) installed in the entire basement if it is used for educational purposes.

The new safety code also requires that a smoke-detecting device be installed in all Type 3 and 4 buildings and that it be interconnected along with the sprinkling system to an automatic school alarm and to the fire station alarm.

The quality of school housing is determined by the four primary functions of a school building, namely: (1) its function as a structure, wherein it should provide healthful, safe, comfortable, and attractive housing for all pupils, teachers, and other employees; (2) its function as an educational tool, wherein it should provide adequate and suitable space and equipment necessary to permit the continuance of an acceptable program for child development; (3) its function as an effective unit of the total Detroit school plant, wherein each building is accessible, flexible, efficient, economical, and expansible in terms of the unit of the total organization it is required to house; (4) its function as a community center, wherein each building is designed and equipped to encourage the use of the building, equipment, and classrooms by the members of the community.

It is interesting to note that Dr. Schreiber, Director of the Higher Horizons Program for 42 schools in New York City, stated in his address to the Equal Educational Opportunities Committee that, in his opinion, the building itself is one of the least important points in raising the opportunities and attitudes of education in an area. Authorities state that some old buildings with their large classrooms may well be suitable to modern instructional techniques.

The standards by which schoolhouses are planned have changed greatly since many of Detroit's schools were constructed. This is especially true of the elementary school. These changes have been broad revisions in the educational programs and educational methods, and in organizational and administrative practices. The result has been that buildings of one era are unable to meet the changes and demands of another era.

With these principles in mind, the School Plant Subcommittee of the Equal Educational Opportunities Committee turned its attention to the consideration of the priority list of 86 buildings adopted by the Board of Education to receive attention under the five-year, $90,000,000 program. (See map of public school construction, facing p. 186.)

Recommendation 21 of the School Plant Subcommittee of the Citizens Advisory Committee on School Needs was one of its far-reaching ones. It provided for the organization of a completely new School Planning Division. The recommendation also detailed 12 steps to be followed in general in the planning of a new school building. The Board of Education adopted Recommendation 21. It is important to quote this recommendation at this point because it contains the steps necessary in the planning of a new building. It is these steps that require considerable time, and it is this time lag that is not fully understood by Detroit citizens. It is quite impossible to appropriate millions today for a school and have that school standing completed within a year.

Recommendation 21 (from the 1958 Citizens Advisory Committee Report):[8]

> We recommend that a comprehensive school building planning unit be organized as a distinctly separate administrative unit that will develop all plans to meet educational requirements involved in the construction of new school buildings and the alterations to meet educational requirements in existing buildings. The present Architectural Planning Department should constitute the nucleus of the recommended educational planning unit.

The committee recommends that the following procedural steps be followed in general in the planning of new school buildings:

(1) *The recognition of the need for a new school building and the appointment by the Superintendent of Schools of a Project Advisory Committee.* The Project Advisory Committee should be composed of two or three citizens in the area to be served, a principal, a teacher, a non-contract employee, the school architect, and one or more representatives of the building planning division of the Board of Education, one of whom should serve as executive secretary of the committee.

(2) *The appointment of a qualified contract architect by the Board of Education upon the recommendation of the Superintendent of Schools and his staff from a qualified list of architects developed on the basis of past performance.* The appointed architect would participate in the work of the Project Advisory Committee.

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[8] *Op cit.*, pp. 204-05.

(3) *The development of educational specifications outlining the proposed program for the new school and the relative space in requirements for each phase of the proposed program.* This step in the process would involve the systematic review of the existing educational program with its space requirements by the Project Advisory Committee prior to the preparation of the educational specifications for the new building.

(4) *Approval by the Superintendent and the Board of Education of the educational specifications and related space requirements developed by the Project Advisory Committee.*

(5) *The development by the appointed architect of preliminary drawings incorporating the approved educational specifications.*

(6) *Approval by the Project Advisory Committee of the preliminary drawings.* This would involve a very careful analysis of the preliminary drawings by the Board of Education technical staff.

(7) *Approval of the preliminary drawings by the Superintendent of Schools and the Board of Education.*

(8) *Direction by the Board of Education to proceed with the development of architectural and engineering working drawings and construction specifications.*

(9) *Review and approval of the architectural and engineering working drawings and the construction specifications by the Project Advisory Committee.*

(10) *Approval by the Superintendent of Schools and the Board of Education of the working drawings and specifications and the submission of same for bids.*

(11) *Review of construction progress and submission of monthly progress reports by the Board of Education technical staff.*

(12) *Evaluation of completed structure by the Project Advisory Committee.* This committee shall investigate the experience of the new school staff and the functional use of the building.

Recommendation 22 (from the 1958 Citizens Advisory Committee Report):[9]

> That the present Engineering and Operation and Maintenance of Buildings and Grounds Departments be so re-organized within the Business Manager's Office as to provide for the coordination, planning and scheduling of all work by the educational planning unit. This coordination would entail mechanical and non-mechanical units, mechanical and non-mechanical alterations and other improvements in the building and grounds. The mechanical departments are to be responsible for the continuing maintenance and operation of the various units.

Recommendation 23 (from the 1958 Citizens Advisory Committee Report):[10]

> As a corollary to the recommendation of the School Plant Committee that a school building planning unit be established—it is further recommended that the Board of Education move toward the establishment within the Detroit educational system of a strong financial control organization with no operational responsibilities.

Separate heads of operational functions and finance will permit compromise between plans and financial resources at top level.

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[9] *Ibid.*, p. 205.

[10] *Ibid.*, p. 205.

Appendices

Appendix A

SCHOOL CONSTRUCTION PROGRAM STATUS REPORT

Detroit Board of Education **November 28, 1961** **School Housing Division**

PRIORITY NUMBER	PROJECT NAME	DISTRICT	PROJECT STATUS													
			SITE					PLANNING AND CONSTRUCTION							DATE OF LAST ITEM	ESTIMATED OCCUPANCY
			1	2	3	4	5	6	7	8	9	10	11	12		
NEW BUILDING BUDGETS:																
3(13-37)	Finney Jr. & Sr.	NE	1	2				6	7	8	9				10/31/61	2/63
4(38)	Kettering Sr.	SE	1	2	3	4	5	6							11/8/60	2/64
8(43)	Murphy Jr.	NW	1	x		x		6	7	8	9				7/25/61	2/63
11	Farwell Elem.	N	1	x		x		6							8/23/60	9/63
12	Beaubien Jr.	N	1					6							7/25/61	
17	Biddle Elem.	C	1	2	3	4	5	6	7	8					5/9/61	2/63
18(35)	Keidan Elem.	C	1	2	3	x	5	6	7	8	9				8/8/61	2/63
21	Fleming Elem.	NE	x	x	x	x	x	6	7	8	9	10	11	40%	6/27/61	2/62
22	Jamieson	C	x	x	x	x	x	6	7	8	9	10	11	100%	6/20/61	9/61
25	Mark Twain	SW	x	x	x	x	x	6	7	8	9	10	11	99%	6/20/61	9/61
27	Sanders Elem.	C	1	x		x		6							6/30/61	9/63
29(40)	Joy Jr.	E	1	2	3	4	5	6	7	8					10/10/61	9/63
32	Pelham Jr.	S	1	2	3	4	5	6	7	8					5/9/61	9/63
34	Murray Sr.	S	1	2	3	4	5	6	7	8					10/10/61	2/64
36	Spain Jr.	S	1	x	x	x		6	7	8					5/9/61	9/63
42(67)	Central Office		x	x	x	x	x	x	x	x	x	x	x	100%	12/19/60	1/61
47	Butzel Jr.	E	1	2	3	4		6	7	8					10/10/61	9/63
48	Knudsen Jr.	SE	1	2	3	4	5	6	7	8	9				8/22/61	9/62
57	Lessenger Jr.	W	1	2		x		6	7	8					3/14/61	9/63
58	Brooks Jr.	W	1	x		x		6	7	8	9				8/8/61	2/63
59	Anthony Elem.	NE	1	2	3			6							11/27/61(3)	2/63
64	Earhart Jr.	SW	1	2	3	4	5	6	7						10/16/61	9/63
65	Webber Jr.	C	1	2				6	7						10/16/61	9/63
76	Chrysler	SE	1	2	3	x	x	6	7	8	9	10	11	75%	6/20/61	1/62
84	Taft	NW	1	2	3	4	5	6	7	8	9	10			8/8/61	9/62
REPLACEMENT BUDGETS:																
5	Irving	S	1	2	3	4	5	6							10/11/60(5)	2/63
10	Tilden	S	1					6							8/23/60(1)	
19a	Berry	E	x	x	x	x	x	6	7	8	9	10	11	100%	6/20/61	9/61
19b	Bell *	E	1	2		4		6							10/16/61	2/63
26	Norvell	SE	1	2	3	4	5	6	7	8					7/25/61	2/63
30(83)	Campbell-Campau	SE	1	2	3	4		6	7						11/15/61(3)	9/63
41a	Woodward Elem. *	C	1	2	3	4	5	6	7	8	9				10/31/61	2/63
41b	Estabrook #1	C	1	2	3	4	5								10/11/60	
45	Eastern Sr.	E						6							6/30/61	2/64
55	Owen	S	1	2	3			6							10/18/61(3)	9/63
60	St. Clair	E	1	2	3	4	5	6	7	8					9/12/61	9/63

KEY:

1. Site Approved—Board of Education
2. Site Acquisition Ordered
3. Site Appraisals Completed
4. Condemnation Filed with Court
5. Board Confirmation of Acquisition
6. Architect Selected
7. Project Advisory Committee Appointed
8. Educational Specifications Approved
9. Preliminary Construction Plans Approved
10. Final Construction Plans Approved
11. Construction Contracts Approved
12. Per cent of Construction Completed

(x) Does Not Apply

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* Replacement capacity as a new school at a new location.

PHYSICAL PLANT AND FACILITIES — APPENDICES

School Construction Program Status Report (2)

PRIORITY NUMBER	PROJECT NAME	DISTRICT	PROJECT STATUS			
			SITE 1 2 3 4 5	PLANNING AND CONSTRUCTION 6 7 8 9 10 11 12	DATE OF LAST ITEM	ESTIMATED OCCUPANCY
Replacement Budgets (Continued):						
61a	Lillibridge	E	1 2 3 4 5	6	9/12/61(5)	9/63
61b	Tendler Elem. *	E	1 x 3 x 5	6 7 8 9 10 11 80%	6/20/61	2/62
63	Poe	S	1 2 3 4 5	6	5/23/61	
66	Scripps	E	1 2 3 4	6 7	10/9/61	9/63
70	Field	E	1 2 3 4	6	6/30/61	9/63
71	Bellevue	E	1 2 3 4	6 7	11/16/61	9/63
72a	Krolik *	E	1 2 4	6 7	10/11/61	2/63
73	McGraw	C	1 2 3 4 5	6 7 8 9	11/14/61	2/63
74a	Newberry †	C	1 2 3 4 5	6 7 8 9	11/14/61	Fall/62
75	Columbian	C	1 2 3 4 5	6 7	10/11/61	9/62
77a	Harris	SE	1 2 3 4	6 7	10/13/61	2/63
77b	Williams †	SE	1 2 3 4 5	6 7	10/16/61	2/63
78	Jones	E	x x x	6 7 8 9 10 11 40%	6/27/61	2/62
80	Amos	SW				
ADDITION & CONVERSION BUDGETS:						
1	Ford Sr.	NW	x x x x x	6 7 8 9 10 11 30%	6/20/61	9/62
2	Osborn Sr.	NE	x x x x x	6 7 8 9 10 11 46%	6/20/61	9/62
15	Yost	NW	x x x x x	6 7 8 9 10 11 99%	6/20/61	10/61
28	Wilson	SW	1 2 3 4 5	6 7 8	9/12/61	9/63
56	Ruddiman	W	x x x x x	6 7 8 9	7/25/61	9/62
62b	Monteith	E	1 2 3 4 5	6 7 8 9	7/25/61	9/62
68	Chadsey	SW	1 2 3 4 5	6 7 8 9 10	10/31/61	11/62
69	Howe	E	1 2 3 4 5	6 7 8 9 10	9/12/61	9/62
79	Neinas	SW				
81	Winship	NW	x x x x x	6 7 8	5/23/61	2/63
82	Condon	C	1 2 3 4 5	6 7 8 9 10	9/12/61	9/62
REHABILITATION BUDGETS:						
6	Wingert	C	x x x x x	6 7 8 9 10 11 100%		2/1/61
7	Sampson	C	x x x x x	6 7 8 9 10 11 100%		2/1/61
9	Clippert	SW	x x x x x	6 7 8 9 10 11 100%	4/17/61	4/1/61
14	McMillan	SW	x x x x x	6	7/28/59	
16	Parke	SE	x x x x x	6 7 8 9 10 11 100%	6/20/61	4/1/61
20	San Francesco	SE	x x x x x	6 7 8 9 10	8/9/60	
23	Bishop	SE	x x x x x	6 7 8 9 10 x 25%	8/22/61	2/62
24	Bunche-Smith	SE	x x x x x	6 7 8 9 10 11 100%	6/20/61	9/1/61
31	Nichols	E	x x x x x	6 7 8 9 10 11 100%	6/20/61	9/1/61
33	Chandler	E	x x x x x	6 7 8 9 10 11 60%	8/8/61	2/62
39	Franklin	S	x x x x x	6 7 8 9	7/25/61	
44	Morley	SW	x x x x x	6	7/28/59	
46	Goldberg	C	x x x x x	6 7 8 9 10 11 55%	8/8/61	2/62
49	Bennett	SW	x x x x x	6 7 8 9 10	10/31/61	
50	Maybury	SW	x x x x x	6 7 8 9 10 11 16%	9/26/61	3/62

KEY:

1. Site Approved—Board of Education
2. Site Acquisition Ordered
3. Site Appraisals Completed
4. Condemnation Filed with Court
5. Board Confirmation of Acquisition
6. Architect Selected
7. Project Advisory Committee Appointed
8. Educational Specifications Approved
9. Preliminary Construction Plans Approved
10. Final Construction Plans Approved
11. Construction Contracts Approved
12. Per cent of Construction Completed

(x) Does not apply

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* Replacement capacity as a new school at a new location.

† Replacement capacity as an addition at an existing school.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

School Construction Program Status Report (3)

PRIORITY NUMBER	PROJECT NAME	DISTRICT	PROJECT STATUS			
			SITE 1 2 3 4 5	PLANNING AND CONSTRUCTION 6 7 8 9 10 11 12	DATE OF LAST ITEM	ESTIMATED OCCUPANCY
Rehabilitation Budgets (Continued):						
51	Doty	C	x x x x x	6 7 8 9 10 11 30%	8/8/61	2/62
52	Crosman	C	x x x x x	6 7 8 9 10 11 65%	8/8/61	3/62
53	Preston	SW	x x x x x	6 7 8 9	7/25/61	
54	McKinstry	SW	x x x x x	6 7 8 9 10 11	10/31/61	
62a	Monteith	E	x x x x x	6 7 8 9	7/25/61	
72b	Pingree	E	x x x x x	6	7/28/59	
74b	Ellis	C	1 2 3 4 5	6 7 8 9	7/25/61	

KEY:	ITEM TOTALS
1. Site Approved—Board of Education	48
2. Site Acquisition Ordered	39
3. Site Appraisals Completed	33
4. Condemnation Filed with Court	33
5. Board Confirmation of Acquisition	27
6. Architect Selected	79
7. Project Advisory Committee Appointed	62
8. Educational Specifications Approved	54
9. Preliminary Construction Plans Approved	39
10. Final Construction Plans Approved	28
11. Construction Contracts Approved	22
12. Per cent of Construction Completed	23
(x) Does Not Apply	

ESTIMATED COMPLETION	
By Sept., 1961	11
By Feb., 1962	10
By Sept., 1962	11
By Feb., 1963	15
By Sept., 1963	17
By Feb., 1964	3
Not Determined	16

PROJECTS NOT INCLUDED IN PRIORITY BUDGET

SMALL PERMANENT UNITS						
x	Brady	C	x x x x x	6 x x 9 10 11 95%	5/23/61	11/61
x	Fox	NW	x x x x x	6 x x 9 10 11 65%	8/ 8/61	1/62
x	Jeffries	SW	x x x x x	6 7 8 9 10 11 100%	3/14/61	9/61
x	McKenny	NW	x x x x x	6 x x 9 10 11 98%	5/23/61	11/61
x	Pingree	E	x x x x x	6 x x 9 10 11 73%	8/ 8/61	1/62
x	Winterhalter	C	x x x x x	6 x x 9 10 11 94%	6/13/61	11/61
x	Reeves	NW	1 2 3 4 5	6 7 8 9 10 11 100%	4/11/61	11/61
ADDITIONS						
x	Crosman	C	x x x x x	6 x x 9 10 11 5%	10/31/61	2/62
x	Thirkell	C	x x x x x	6 x x 9 10 11 2%	10/31/61	2/62
x	Chandler	E	x x x x x	6 x x 9 10 11 6%	10/31/61	2/62

ESTIMATED COMPLETION:				
	By Sept., 1961	1	By Dec., 1961	4
	By Nov., 1961	1	By Feb., 1962	4

Appendix B

PROCEDURES FOR PLANNING NEW SCHOOL FACILITIES

Adopted by S. M. Brownell, Superintendent, December 22, 1959

Review of Procedures

It seems advisable to review the specific plan of action for obtaining approvals at the several stages of planning and construction that will be followed on each construction project. In essence, the following description and discussion is an elaboration of the twelve-step procedure adopted by the Board of Education in January, 1959, as the policy governing the planning of school buildings. The following discussion will also illustrate the interplay of departments in the School Housing Division in bringing to bear their specialized talents on the various aspects of each school building project.

In all cases, Project Advisory Committees are responsible for advising with the School Housing Division and the Superintendent of Schools on matters pertaining to the development of: educational specifications, preliminary plans, final working drawings and specifications, and new equipment schedules for the proposed project.

In interpreting the relationship of the Project Advisory Committee to the School Housing Division, it is anticipated that the School Housing Division will prepare educational specifications for each project for presentation to Project Advisory Committees.

This interpretation thus further means that the Project Advisory Committees are in an advisory relationship to the School Housing Division in the first instance, and then to the Superintendent.

This interpretation also means that staff members of the Department of Planning and Building Studies must serve as non-voting members of each Project Advisory Committee as will the contract architect-engineer and others who may act as consultants from time to time.

In the light of this general background concerning the relationships and responsibilities of the Project Advisory Committees in the planning of new school buildings, the following statements explore the twelve-step procedure as adopted by the Board of Education as it will be operated by the School Housing Division.

Also explored are the general services and responsibilities of each department within the School Housing Division in relation to the planning of school facilities.

Step 1—"*The recognition of the need for a new school building and the appointment by the Superintendent of Schools of a Project Advisory Committee.*" The Project Advisory Committee should be composed of three or more citizens in the area to be served, a principal, a teacher, a non-contract employee, the contract architect-engineer, and one or more representatives of the Department of Planning and Building Studies of the Board of Education, one of whom should serve as co-ordinator of the Committee.

The Department of Planning and Building Studies in cooperation with the *School Community Relations Division* and *District Administrators* will recommend to the Director of the School Housing Division the names of potential members of Project Advisory Committees—these recommendations will, in turn, be forwarded to the Superintendent for action.

A member of the Department of Planning and Building Studies will be assigned as a member of the Project Advisory Committee at its inception and will serve as *co-ordinator* of the project through the time that the Project Advisory Committee will make its final report on the operation of the completed building (Step 12). Copies of all official communications to the Project Advisory Committees and the architects-engineers will be sent to the co-ordinator from all departments of the School Housing Division so that simple co-ordination of effort may result. Copies of all communications from the Project Advisory Committee to others will also be directed to the *co-ordinator.*

Step 2—"*The appointment of a qualified contract architect by the Board of Education upon the recommendation of the Superintendent of Schools and his staff from a qualified list of architects developed on the basis of past performance.*" The appointed architect would participate in the work of the Project Advisory Committee.

The Director of the School Housing Division will recommend firms from the approved list of architects-engineers to the Superintendent for his consideration and recommendation to the Board of Education.

Step 3—"*The development of educational specifications outlining the proposed program for the new school and the relative space in requirements for each phase of the proposed program.*" This step in the process will involve the systematic review of the existing educational program with its space requirements and a review of the Winship Workshop Report by the Project Advisory Committee prior to their review of the educational specifications for the new building as presented and prepared by the Department of Planning and Building Studies.

The co-ordinator of the Project Advisory Committee will be responsible for assisting the committee in the review of the educational specifications for the project. He will arrange that supervisors and other resource persons are utilized as consultants where appropriate in the review of school plans. The Department of Planning and Building Studies will be responsible for presenting the completed Project Advisory Committee report of educational specifications to the Director of the School Housing Division with an accompanying letter of recommendation. This report of educational specifications will involve study and the formulation of recommendations by the Department of Planning and Building Studies and review by the Project Advisory Committees in the following areas:

a. The size and character of the building,
b. The size and character of the population to be served,
c. The overall program to be housed and offered,
d. The organization of the school,
e. The relationship of the school program and building to other community agencies,
f. Overall room and space allocations based upon program and population,
g. Performance specifications of each specific room and space necessary to house the program to be offered,
h. Schedule of furniture and equipment.

Consultation with staff members from other divisions of the school system and community agencies will be accomplished by the Department of Planning and Building Studies so that the report of the educational specifications as presented to the Project Advisory Committees will be comprehensive in scope.

The co-ordinator (Department of Planning and Building Studies) will present at the first meeting of each Project Advisory Committee the following data and materials:

a. A statement of responsibilities and relationships of the Project Advisory Committee,
b. A proposed schedule of meetings and target dates,
c. Basic population and service area analysis,
d. Budget allocation for project,
e. Administrative instructions to architect and engineer,
f. Winship Workshop Report as basis for program planning,
g. Books and other materials on program and building planning,
h. General list of specialized programs to be housed in the building,
i. Planning workbook and tentative educational specifications for the project.

Step 4—"*Approval by the Superintendent and the Board of Education of the educational specifications and related space requirements developed by the Project Advisory Committee.*" This step involves the official review and approval of the educational specifications by the departments of the School Housing Division, the departments of the Improvement of Instruction Division, and the Superintendent's Executive Committee. The object of this review is to recommend the report to the Superintendent for approval by the Board of Education.

The Department of Planning and Building Studies will arrange to have the Project Advisory Committee report of educational specifications reviewed by the Improvement of Instruction Division while the report is in tentative draft form. The tentative draft of the educational specifications should be forwarded to the Director of the Improvement of Instruction Division for review at the time that the report is presented for review to the Project Advisory Committee.

Upon the recommendation by the Department of Planning and Building Studies that the report of the educational specifications is ready to be presented to the Superintendent of Schools, the Director of the School Housing Division will present the report to the Superintendent's Executive Committee for review.

At the same time that the Director of the School Housing Division presents the report of educational specifications to the Executive Committee, the report will also be officially transmitted with an accompanying letter of recommendation to the Superintendent of Schools.

Approval at this point by the Superintendent and Board of Education of the educational specifications is considered to be the authorization for the contract architect-engineer to proceed with preliminary drawing of the proposed project.

The Secretary of the Board will officially notify the Director of the School Housing Division by letter of the action of the Board of Education on the report of educational specifications.

The Director of the School Housing Division will notify the architect-engineer by letter to proceed with preliminary drawings, preliminary specifications, and cost estimates based upon the report of educational specifications.

Step 5—"*The development by the appointed architect-engineer of preliminary drawings (sketch plans) incorporating the approved educational specifications.*" This step involves the development of preliminary drawings, specifications, and cost estimates by the architect-engineer. If necessary, the co-ordinator (Department of Planning and Building Studies) will consult with or will arrange meetings of the Project Advisory Committee and the architects-engineers to resolve questions which might arise in the development of the preliminary drawings.

As the contract architect-engineer develops preliminary drawings and outline specifications based upon the educational specifications report, he will present them to the Project Advisory Committee for their review. When he is ready to present his proposed preliminary drawings to the Project Advisory Committee, he will contact the Department of Planning and Building Studies, so that meetings can be arranged. During this process, the Architectural Planning Department, the Engineering and Operation of Buildings Department, and the Buildings and Grounds Department will be invited by the Department of Planning and Building Studies to attend the Project Advisory Committee meeting.

The Architectural Planning Department, the Engineering and Operation of Buildings Department, and the Buildings and Grounds Department will be responsible for assisting the Project Advisory Committee in the review of the preliminary drawings, submitting their ideas for improving plans as to design, construction, materials, etc., that would increase the efficiency and reduce the cost of the building. These would be considered by the Project Advisory Committee in the same way that ideas would be considered from other consultants.

Step 6—"*Approval by the Project Advisory Committee of the preliminary drawings.*" At the time that the Director of the School Housing Division considers the preliminary drawings to be acceptable, a tentative report including the preliminary drawings, specifications, and cost estimates will be forwarded to the Project Advisory Committee by the co-ordinator for review. The Director of the School Housing Division will, before submission to the Project Advisory Committee, have the preliminary drawings, specifications, and cost estimates checked by the several departments of the School Housing Division for technical review and recommendation. The several department directors will make recommendations in writing to the Director. of the School Housing Division.

The Director of the School Housing Division, after review of the preliminary drawings, outline specifications, and cost estimates by the Project Advisory Committee, will recommend in writing to the Superintendent that these be approved.

Step 7—"*Approval of preliminary drawings, specifications, and cost estimates by the Superintendent of Schools and the Board of Education.*" The Superintendent of Schools upon receipt of the report and recommendations on the preliminary drawings, outline specifications, and cost estimates from the Director of the School Housing Division, will have these materials prepared for presentation to the Board of Education. The Superintendent shall decide when the report will be presented to the Board of Education.

The contract architect-engineer shall be present at this meeting of the Board of Education and be prepared to answer questions directed by the Board and Superintendent.

A final report of the preliminary drawings, specifications, and cost estimates will be prepared by the architect-engineer for the Director of the School Housing Division in terms of the Administrative Bulletin on this subject.

Step 8—"*Directions by the Board of Education to proceed with the development of architectural and engineering working drawings and construction specifications.*" The Secretary of the Board of Education will notify the Director of the School Housing Division by letter of the official action of the Board regarding the proposed preliminary plans, specifications, and cost estimates.

The Director of the School Housing Division will notify the architect-engineer by letter to proceed with development of working drawings and construction specifications.

During the development of the working drawings and the construction specifications, the architect-engineer will consult with the Architectural Planning Department, the Engineering and Operation of Buildings Department, and the Buildings and Grounds Department regarding any problems of building construction. If necessary, the architect-engineer should consult with the co-ordinator for interpretation of educational policy.

Step 9—"*Review and approval of the architectural and engineering working drawings and the construction specifications by the Project Advisory Committee.*" Meetings and discussions will be held as necessary between the several departments of the School Housing Division and the architect-engineer during the development of the working drawings. The architect-engineer will consult with the Architectural Planning Department, the Engineering and Operation of Buildings Department, and the Buildings and Grounds Department for assistance with technical construction problems.

The architect-engineer will consult with the project co-ordinator for assistance with educational problems relative to layouts of rooms and other problems of utilization. The project co-ordinator will arrange the necessary meetings between the architect-engineer and educational specialists.

The planning and construction time schedule will indicate that "check sets" of the working drawings and construction specifications will be transmitted by the architect-engineer to the Director of the School Housing Division one month in advance of the date set for Project Advisory Committee review of the plans and specifications. The Director of the School Housing Division will forward copies of the "check sets" to the several departments of the School Housing Division for technical and educational review.

Each of the departments of the School Housing

Division will of necessity require conferences with the architect-engineer while technically and educationally reviewing the "check set" of documents. The Director of the School Housing Division will arrange the necessary division staff meetings to permit overall review of these documents.

After each department has completed its review of these documents, they will recommend approval in writing to the Director of the School Housing Division.

At the specified date, the Project Advisory Committee will review the working drawings and specifications. These documents will be presented and explained to the Project Advisory Committee by the architect-engineer. All departments of the School Housing Division will attend this meeting.

If changes are necessary, other meetings will be arranged by the project co-ordinator.

Step 10—"*Approval by the Superintendent of Schools and Board of Education of the working drawings and specifications and the submission of same for bids.*" The Department of Planning and Building Studies will arrange a meeting with the Superintendent of Schools to review the working drawings, construction specifications, and final cost estimates, and the report of the Project Advisory Committee, and the School Housing Division. The architect-engineer, chairman of the Project Advisory Committee, and the departments of the School Housing Division will be invited to attend this meeting. The architect-engineer will be responsible for presenting the plans to the Superintendent.

Upon receipt of working drawings and specifications approved in writing by the Director of the School Housing Division, the Superintendent will notify the Secretary of the Board of Education as to when the plans should be presented to the Board of Education for the final review by Board members.

The architect-engineer will prepare a report of the final plans, specifications, and cost estimates for the Board of Education. The architect-engineer will be prepared to present a report at a Board of Education meeting and be prepared to answer questions.

The Business Manager, after approval of the report by the Board of Education, will proceed to advertise the project for bids. Upon the advice of the architect-engineer and the Project Advisory Committee, certain optionals may be asked for in the bidding.

When bids are received, the bids will be reviewed by the architect-engineer, the Business Manager, and the Director of the School Housing Division. If bids exceed the budget allocation, the Director of the School Housing Division will be asked to make a recommendation regarding possible courses of action. He will consult with the Project Advisory Committee, the architect-engineer, and others if necessary.

The Business Manager will recommend in writing to the Superintendent of Schools which bid should be presented to the Board of Education as a result of the analysis made by the architect-engineer, School Housing Division, and Business Manager.

The Secretary of the Board of Education will notify the Director of the School Housing Division by letter of the official action of the Board. The Secretary of the Board will notify the contractor and arrange for the signing of contracts, etc. When the contracts have been signed, the Secretary of the Board will notify, in writing, the Director of the School Housing Division.

The Director of the School Housing Division will instruct the architect-engineer to instruct the contractor to proceed with construction.

Step 11—"*Review of construction progress and submission of monthly progress reports by the Board of Education technical staff.*" The Architectural Planning Department with the Engineering and Operation of Buildings Department will supervise the construction of each project, making monthly reports of progress and certifying payments to architects-engineers and contractors. These progress reports will be submitted to the Director of the School Housing Division and the certifications shall also be directed through the Director of the School Housing Division.

The School Housing Division will transmit monthly reports to the Superintendent, the Business Manager, and the co-ordinator of the Project Advisory Committee.

The Business Manager will make payments as certified by the Director of the School Housing Division and report monthly to the Superintendent of Schools.

The co-ordinator of the Project Advisory Committee will inform the chairman of the Project Advisory Committee and the School Relationships and Special Services Division of the monthly progress. It is anticipated that the co-ordinator of the Project Advisory Committee will arrange several tours of the project with the Project Advisory Committee during the course of construction.

The Architectural Planning Department with the Engineering and Operation of Buildings Department will direct and assist the architect-engineer in the development of the necessary punch lists for completion.

Step 12—"*Evaluation of completed structure by the Project Advisory Committee.*" The Project Advisory

Committee shall review the experience of a new school staff in the functional use of the building. This would involve the inspection of the building after it has been occupied and used for one year to determine broadly the success of the plan.

The co-ordinator of the Project Advisory Committee will initiate this by calling a meeting of the Project Advisory Committee. The Project Advisory Committee will develop its final report under the direction of the co-ordinator of the Project Advisory Committee. The report will be submitted to the Director of the School Housing Division and transmitted to the Superintendent of Schools. The report shall include primarily those features of the building which should be further explored before being utilized in the future, as well as those features of the building which should be included in future school construction. The primary purpose of the report is to derive from the planning experience and the completed building those factors which will be important in future construction and to derive better use of the building as planned.

Appendix C

PROCEDURES TO BE FOLLOWED IN MAKING ANNUAL BUDGET REQUESTS RELATED TO SCHOOL PLANT

(*Principals Notes*, 9-29-60)

SUBJECT: PROCEDURE TO BE FOLLOWED IN MAKING 1961-62 BUDGET REQUESTS FOR

a) Major Maintenance or Repairs to School Buildings and Grounds (4900)
b) Modernization or Alteration of Educational Facilities and Grounds (4901)
c) Additional Classrooms (4902)
d) Replacement of Furniture and Equipment (4905)
e) Additional Furniture and Equipment (4906)
f) Blackboard Resurfacing and Furniture Refinishing (4907)

FROM : Division of School Housing

TO : All Schools and Departments

The following procedure is to be followed in making the budget requests listed above.

New budget request forms will be forwarded to all schools and departments for use in requesting inclusion of items in the 1961-62 Budget.

Please begin to anticipate your needs.

Please *do not submit* a request *after November 10*, as it will be too late for consideration. Emergency repair or minor maintenance items under $400 are to be requested on a standard requisition (Form 45), and may be requested throughout the year, as the need arises. The time schedule and general procedure given below have been set to permit the organizing of all requests. Both the schedule and the budget request forms have been revised slightly to aid all persons concerned and to eliminate any duplications or unnecessary paper work.

Time Schedule and General Procedure

November 1, 1960 to November 10, 1960—Survey of physical plant by principals and heads of administrative buildings, completion of necessary forms and transmittal to appropriate reviewing officers (district administrators or heads of division). The new forms for the 1961-62 budget will be distributed to schools and departments the first week of November.

November 10, 1960 to December 1, 1960—Review of requests by reviewing officers (heads of divisions and district administrators) and indication of preliminary approval or disapproval and the assignment of a priority to each request.

December 1, 1960 to January 1, 1961 — Review and analysis by appropriate departments and preliminary estimates for preliminary budget allocations.

January 1, 1961 to February 1, 1961 — Detailed cost estimating, construction planning by appropriate departments and preliminary scheduling of work in terms of priorities.

February 1, 1961 to February 15, 1961—Consolidation of total preliminary budget and transmittal to the superintendent and Budget Director.

February 15, 1961 to March 1, 1961—Return of budget requests which are not approved by the School Housing Division to the initiators and district administrators or heads of divisions according to the routing of forms as shown on the flow chart.

On March 1, 1961—Consolidation of budget requests that have received preliminary approval and considered to be of an emergency nature for the anticipated summer work program. Cost estimates and plans will be made and approval received from the Board of Education to proceed with the work.

April 1, 1961 to July 1, 1961 — Final allocation and reconciliation of preliminary budget.

By September 15, 1961 — Return of all remaining budget requests not approved to the initiators and district administrators or heads of divisions according to the routing of forms as shown on the flow chart. If still desired, these requests may be resubmitted for the following budget year.

Initiators of Budget Request Forms

1. Principals will be responsible for initiating budget requests for their schools. Principals may wish to consult with:

   Division for Improvement of Instruction supervisors,
   School department heads,
   Building engineers and custodians, or
   Other persons who might help to indicate physical plant or equipment needs.

   It is advisable for the principals to consult the Division for Improvement of Instruction before a request is submitted to modernize a room or replace furniture and equipment.

2. Heads of administrative service buildings will be responsible for initiating budget requests.

3. The building service departments (Engineering, etc.) of the School Housing Division will be responsible for initiating budget requests that result from inspections in school buildings and grounds.

   If more than one request is submitted on Forms 4900, and 4901, please indicate the rank of each request for that particular form in consecutive order.

   Only those items for major repair of building and grounds, modernization of buildings and grounds, additional classroom requests, additional equipment requests and replacement of furniture and equipment requests, submitted on budget request forms will be considered for budget purposes. This includes equipment for specialized instructional areas and all other equipment or furniture in school buildings or offices.

Routing of Budget Request Forms (See flow chart)

Five (5) copies of all budget request forms must be submitted to the reviewing officer for his review and preliminary approval. (Schools are to send their requests to their district administrators; departments are to send their requests to their heads of divisions.)

The sheet of general directions (top sheet) is combined with a worksheet which is to be retained by the initiator as a record copy.

If approved, the reviewing officer will assign a priority number to the request and forward four (4) copies to the School Housing Division for consideration. The green copy of each form is to be retained by the reviewing officer for his record. If not approved, the reviewing officer should return the request to the initiator.

If the budget request is not approved by the School Housing Division, copies of the form will be returned to all persons concerned, in accordance with the attached flow chart and time schedule.

When final budget allocations have been made and the requests have either been approved or not appproved, the initiator and reviewing officer will be notified by the School Housing Division. The initiator will be sent the buff copy of each budget request and the pink copy will be sent to the reviewing officer.

To eliminate confusion and duplication, schools and departments are requested to wait until notification has been received from the School Housing Division about the disposition of the individual request, before submitting a new requisition or budget request. Each requisition and budget request will be checked and if duplications occur, the new request will be returned and marked "duplicate."

The total of all budget requests which have received preliminary approval by the School Housing Division will be divided into groups and submitted to the Superintendent for final approval at specific intervals throughout the year. The first group will be those for inclusion in the summer work program and will consist of all projects which can only be done during the summer months when school is not in session. The remaining projects will be done during the budget year.

PHYSICAL PLANT AND FACILITIES — APPENDICES

Appendix D

CERTAIN RELATED SCHOOL PLANT STATISTICS FROM THE CENTER DISTRICT REPORT

(Report of Superintendent S. M. Brownell
to the Board of Education—9-1-61)

1. Improvements—Building, Equipment, Supplies

Center District
MODERNIZATION AND ALTERATIONS REPORT
(Major Projects Only—from July 1957 to Date)

School	Major Improvement	Year	Added Capacity	Cost
Alger	Replace rotor motor on vent fan	1959-60		$ 1,290
Alger	Weatherstrip 160 windows*	1960-61		2,600
Angell	Classroom Alteration—4 additional rooms	1958-59	4	37,850
Angell	Special Educational Facilities	1959-60		2,580
Brady	Reroof as necessary	1959-60		10,000
Brady	Boiler Replacement*	1959-60		85,000
Breitmeyer	Revise electrical service and distribution set up	1957-58	1	1,589
Central	Convert Orthopedic Room to Instrumental Music Room	1960-61		8,725
Central	New Fencing—Athletic Field	1960-61		3,500
Columbian	Classroom Alteration—2 additional rooms	1958-59	2	15,150
Columbian	Replace Gym floor and reconstruct roof cornices*	1960-61		11,000
Columbian	Lighting—Entire building	1958-59		17,000
Crosman	Additional Classrooms and Toilet Alteration	1959-60	2	61,450
Crosman	Partition Room 102 and Misc. Alteration	1957-58	1	6,100
Doty	Additional Classrooms and Toilet Alteration	1959-60	6	104,900
Doty	Folding Partition—Room 201	1958-59	1	2,500
Durfee	Replace Hot Water piping	1960-61		6,500
Durfee	Classroom Alteration Additional Room	1960-61	1	1,975
Durfee	Convert garage to Instrumental Music Room	1960-61		3,000
Durfee	Folding doors in swimming pool*	1960-61		16,600
Dwyer	Convert to Junior Special B Center	1960-61		1,000
Ellis	Convert Lunchroom and Kitchen to Classroom	1959-60	1	3,750
Ellis	Partition Library into two rooms	1958-59	2	1,200
Estabrook	Modernize Auditorium Lighting	1958-59	2	1,350
Estabrook	Lighting—entire building	1958-59		12,500
Estabrook	Remove wood floor, replace with concrete*	1959-60		1,800
Fairbanks	Relocate stairs and door to boiler room	1959-60		1,500

* Under way.

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

Modernization and Alterations Report (2)

School	Major Improvement	Year	Added Capacity	Cost
Goldberg	Classroom Alteration—3 Additional rooms	1960-61	3	46,575
Goldberg	Convert to Elementary program	1957-58		66,230
Goldberg	Hydrostat test on boiler*	1959-60		1,000
Goldberg	Install heaters in District Administrator's office	1958-59		1,560
Hutchins	Acoustic Tile—11 rooms	1959-60		4,200
Hutchins	Shower Room Alterations	1960-61		12,000
Longfellow	Reface Building*	1959-60		270,500
Longfellow	Recondition grounds*	1959-60		2,500
Longfellow	Additional Classroom Alteration, Toilet Alterations, & Special B Facilities	1959-60	6	44,300
Longfellow	Folding Partitions in two rooms	1957-58	2	4,000
Longfellow	Classroom Alteration—2 additional rooms*	1960-61	2	35,165
MacCulloch	Classroom Alteration—2 additional rooms*	1960-61	2	14,985
Marr	Classroom Alteration—2 additional rooms	1958-59	2	38,200
Marr	Classroom Alteration—3 additional rooms	1959-60	3	28,425
Maybee	Convert Lunchroom to 1 Classroom	1959-60	1	4,800
McKerrow	Partitions to provide 2 additional classrooms	1957-58	2	14,360
Moore	New dishwasher and disposal*	1959-60		1,125
Moore	Modernize women teachers restrooms*	1960-61		3,700
Moore	New Auditorium Lighting	1958-59		1,600
Moore	Cupboards with door in room 106	1959-60		1,000
Northwestern	Replacement of Swimming Pool Filters	1960-61		6,000
Northwestern	Fan Room Remodeling	1960-61		35,000
Palmer	Replace single phase with 2 phase motor*	1959-60		2,200
Pattengill	Boiler Replacement*	1959-60		70,000
Pattengill	Install exhaust fans in 6 toilets	1959-60		1,850
Pattengill	Provide 2 additional classrooms	1957-58	2	43,853
Pattengill	Concrete Retaining wall	1960-61		3,000
Roosevelt	Boiler work—Rebuild division wall	1960-61		5,000
Roosevelt	Construct driveway	1958-59		2,540
Roosevelt	Classroom Alterations—5 additional rooms	1958-59	5	53,958
Roosevelt	Classroom Alterations—2 additional rooms	1960-61	2	20,600
Sampson	Replace flooring & Tile in gym	1960-61		7,500
Sampson	Corridor Lighting	1959-60		4,800
Sampson	Reroof as necessary	1959-60		6,000
Thirkell	Boiler Replacement	1957-58		107,364
Thirkell	Reroof as necessary	1959-60		4,570

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* Under way.

Modernization and Alterations Report (3)

School	Major Improvement	Year	Added Capacity	Cost
Thirkell	Repair metal cornice & replace cast stone*	1960-61		3,200
Thirkell	Classroom Alterations—2 additional rooms	1959-60	2	16,180
Wingert	Relighting*	1960-61		7,700
Wingert	Convert boys' toilet into classroom	1957-58	1	6,500
Wingert	Classroom Alteration—3 additional classrooms	1959-60	3	29,400
Winterhalter	Hydrostat boiler test*	1960-61		2,000
Winterhalter	Cupboards & Chalkboards for 1st grade room & playroom*	1960-61		2,000
Totals		—	59	$1,505,099

*Under way.

The added 59 classrooms, figured at 32 per classroom, provided additional capacity of 1888.

CENTER DISTRICT PAINTING SUMMARY

SCHOOL	INTERIOR		EXTERIOR	
	Year	Amount	Year	Amount
Alger	1957	$ 8,450	1960	$
Angell	1957	10,260	1960	21,050
Brady	1957	8,685	1959	1,620
Breitmeyer	1957	5,775	1957	1,980
Central	1959	25,790		
Columbian	1960	6,833		
Condon	1958	9,200		
Crosman	1957	8,575		
Doty	1957	8,065		
Durfee	1959	21,000		
Dwyer	1959	8,330		
Ellis	1957	8,360	1959	1,698
Hutchins			1960	5,880
Longfellow	1960	9,800		
MacCulloch	1960	8,332	1960	1,925
Marr	1960	5,825	1960	2,195
Maybee	1958	5,524		
McGraw			1959	2,410
McKerrow	1958	6,320	1960	1,740
McMichael	1960	21,755		
Moore			1957	2,440
Newberry	1957	3,575		
Northern	1957	25,740	1960	5,227
Northwestern	1960	22,430	1960	4,159
Palmer	1958	4,900	1960	2,790
Pattengill	1958	14,900		
Roosevelt	1959	10,835		
School for Deaf			1957	2,805
Sherrard			1957	2,044
Sill	1958	3,990		
Thirkell	1957	7,995	1957	2,850
Wingert			1957	2,830
Winterhalter	1957	7,740		
TOTAL		$292,994		$63,448

CENTER DISTRICT REHABILITATION PROJECTS

Crosman Goldberg Sampson
Doty Moore Wingert

Estimate — $125,000 each
Total — $750,000 approximately

Center District
FIRE SAFETY INSTALLATIONS*

SCHOOL	AMOUNT	SCHOOL	AMOUNT	SCHOOL	AMOUNT
Alger	$15,000	Fairbanks	$ 3,600	Palmer	$17,500
Angell	3,500	Goldberg	15,000	Pattengill	5,000
Brady	4,000	Longfellow	4,000	Roosevelt	4,000
Breitmeyer	2,900	MacCulloch	4,000	Sampson	12,200
Columbian	17,500	Marr	3,000	Sill	14,700
Crosman	19,700	Maybee	3,500	Thirkell	3,800
Doty	11,300	McGraw	14,400	Wingert	15,000
Dwyer	3,800	McKerrow	4,000	Winterhalter	4,000
Ellis	3,800	Moore	20,000		
Estabrook	13,800	Newberry	2,800	Total	$242,200

* Earmarked and held pending clarification of State and City Fire Safety Codes.

Center District Report
EQUIPMENT PROVIDED UNDER THE NATIONAL DEFENSE EDUCATION ACT (NDEA)

ITEM	VALUE	ITEM	VALUE
Science Laboratories	$ 45,815	Disc Players	$ 520
Math Laboratories	1,955	Film Strip Projectors	210
Science Equipment	515	Projector Stands	87
Language Laboratories	4,850	Sound Projectors	900
Master TV Antennas	27,200	Projection Screens	1,440
Listening Laboratories	2,500	Tape Erasers	45
TV Receivers	11,240	Dark Shades	600
Tape Recorders	18,515	Total	$116,392

2. Temporary (Transportable) Classrooms Provided

SCHOOL	NO. OF UNITS*	YEAR CONSTRUCTED
Angell	2	1956
Brady	1	1956
Crosman	1	1956
Estabrook	2	1955
Estabrook	2	1956
Thirkell	2	1956
Total Units	10	—

Cost Approx.—$30,000 each = $300,000
Ten transportable units (20 classrooms) at 32 pupils each added a capacity of 640.

* Each unit provides two classrooms.

3. Added Space Provided through Rental of Facilities

Nazareth Lutheran Church (Angell Relief)
Leased through June 30, 1961
Housing for 125 pupils
$375 per month

St. Paul A.M.E. Church (McKerrow Relief)
Leased through June 30, 1961
Housing for 350 pupils
$350 per month

Rented space added capacity of 475.

4. Buildings Purchased

Jane Addams Elementary School (Rose Sittig Cohen School)
MacCulloch Relief
Peck Capacity Added — 1250 pupils

5. City-Wide or Area Programs Moved to Other Parts of the City to Provide More Space for Center District Pupils

(a) Girls' trade program from Goldberg School to Wilbur Wright.

(b) Provided 16 classrooms and Kindergarten for elementary pupils. These were used mostly to eliminate half-day sessions in that area.

(c) Four rooms used by Special classes released by moving the classes to O. W. Holmes School, adding capacity for 64 pupils.

(d) Office of district administrator moved from Goldberg School, adding 2 classrooms with capacity for 64 pupils.

(e) Discontinuation of accepting tuition pupils from Carver School district at Northern High School. The released numbers will approximate 375 when present Carver pupils complete their work at Northern.

6. Transportation Provided

Transportation of elementary pupils by bus in order to provide them with schooling has been done for many years in Detroit as well as in many other localities. As the area of the city increased and schools were not within walking distance, or schools available were overcrowded, pupils were transported to schools with available space. Up until 1956 most of the busing was in the Southwest, West, Northwest, North and Northeast sections of the City. As new schools or additions are built in sufficient quantity, busing is discontinued. Efforts to keep busing at a minimum are constantly sought because it is believed more desirable for an elementary pupil to be within walking distance of his home if possible, and it adds about $85 per pupil per year to education costs to furnish transportation.

THE TRANSPORTATION PICTURE

AREA	Oct. 1956	Oct. 1957	Oct. 1959	Sept. 1960
Total City-Wide	4446	4840	6453	7485
Total Center	—	—	1256	1507

CENTER DISTRICT PUPILS TRANSPORTED—SEPTEMBER 1961

Brady to Priest, Noble, Monnier	382
Columbian to O. W. Holmes	221
Fairbanks to Ferry, Greenfield Park	129 & 415
McGraw to Clippert	89
Newberry to Clippert	190
Thirkell to White	298
TOTAL	1,724

CITIZENS ADVISORY COMMITTEE — EQUAL EDUCATIONAL OPPORTUNITIES

Appendix E

ORIGINAL PRIORITY LISTINGS FOR THE FIVE-YEAR CONSTRUCTION PROGRAM (With Site and Architect Designations)

PRIORITY NO.	SCHOOL	SITE	ARCHITECT
1	Ford Sr. High Addition		Giffels & Rossetti, Inc.
2	Osborn Sr. High Addition		Smith, Hinchman & Grylls
3	Finney Jr.-Sr. Conversion	Guilford, Southhampton, Alley east of Woodhall, Alley north of Warren	Palmer & Schoettley
4	Kettering Sr. High School	Townsend, Ford Expressway, Van Dyke, Conger	
5	Irving Replacement	Lodge Exp., Lysander, Third, Canfield	
8	Murphy Jr. High School	Howell Park, Fenkell at Telegraph	Earl Meyer
10	Tilden Replacement	Tartar Field—Hamilton, Alley north of Stanley, Alley east of Hobart, Holden	McGrath & Dohmen
11	Farwell Elem. School (Van Zile Conversion)	Outer Drive at Fenelon in Farwell Field	
12	Beaubien Jr. High	Pembroke, Wyoming, St. Martin, Pinehurst	
15	Yost Addition		Shreve, Walker & Assoc.
17	Biddle Elem. School	Beechwood, Seebaldt, Firwood, Larchmont	Leo Bauer
18, 35	Keidan Elem. School	Alley east of Broadstreet, Collingwood, Petoskey, Boston Blvd.	Suren Pilafian
19A	Berry Elementary School (Repl.)	Benson at Concord on former Berry Site	Louis Redstone
19B	Bell Elem. School	Goethe, Baldwin, Charelvoix, Townsend	
21	Fleming Elem. School	Strasburg, Linnhurst, Waltham, Parkgrove	Meathe, Kessler, & Assoc.
22	Jamieson Elem. School	Wildemere, Pingree, Lawton, Philadelphia	Malcomson, Fowler & Hammond
25	Mark Twain	Peters, Beatrice, Gleason, Ethel	J. Ivan Dise
26	Norvell Elem. Repl.	Dubois, Hale, Chene, Scott	
27	Sanders Elem. School	Byron, Blaine, John Lodge Exp., Alley north of Pingree	
28	Wilson Jr. High Addition	Springwells, Evans, Central, Pershing	
29, 40	Joy Jr. High School	Montclair, Warren, Fairview, line north of Canfield	
30	Campbell Elem. Repl.	Dubois, Superior, Chene, Alexandrine	
32	Pelham Jr. High School	12th, Myrtle, Wabash, Ash	
34	Murray Sr. High School	Wabash, Warren, 12th, Forest	
36	Spain Jr. High School	Brush, Livingstone, St. Antoine, Mack	
41A	Woodward Elem. School	Northwestern Playfield, Nebraska, Lawton, Wreford	
41B	Estabrook Elem. Repl.	Linwood, Marquette, Sixteenth, McGraw	
45	Eastern Sr. High Repl.	Site not designated	
47	Butzel Jr. High School	Vernor, Van Dyke, Kercheval, Seyburn	
48	Knudson Jr. High School	Chene, Leland, Grandy, Mack	Eberle M. Smith
55	Owen Elem. Repl.	15th, Ash, 16th, Butternut	

PHYSICAL PLANT AND FACILITIES — APPENDICES

Original Priority Listings (2)

PRIORITY NO.	SCHOOL	SITE	ARCHITECT
56	Ruddiman Conversion		Malcomson, Fowler & Hammond
57	Lessenger Jr. High School	Trinity south of Joy in Rouge Park	
58	Brooks Jr. High School	Mansfield south of W. Chicago in Stoepel Park #2	Ralph Calder
59	Anthony Elem. School	Monarch, Queen, Coram, Lappin	
60	St. Clair Elem. Repl.	Montclair, Canfield, Lemay, present St. Clair site	Suren Pilafian
61A	Lillibridge Elem. Repl.	Lillibridge, line south of Vernor, Beniteau, present Lillibridge site	
61B	Louis Tendler Elem. (Lillibridge Annex)	St. Jean, Howe Court, Gladwin, Vernor	
62	Monteith Elem. Addition	Crane, line south of Agnes, Hibbard, present site	Stickel, Jarcszewicz & Moody
63	Poe Elem. Addition	Brookfield, Forest, 6th, Canfield	Harley, Ellington & Day
64	Earhart Jr. High School	Scotten, Western High site, line west of Hibbard, Lafayette	
65	Webber Jr. High School	Beechwood, Larchmont, Firwood, Tireman	
66	Scripps Elem. Repl.	Hurlbut, line south of Vernor, Bewick, Kercheval	
68	Chadsey Sr. High Add.	Alley west of Braden, Ironside, Martin, Ford Exp.	George D. Mason
69	Howe Elem. Add.	Garland, Howe School, St. Clair, Vernor	Diehl & Diehl
70	Field Elem. Repl.	Agnes, Townsend, Lafayette, Sheridan	
71	Bellevue Elem.	St. Paul, Canton, Agnes, Concord	
72	Pingree Elem. Repl. (Julian Krolik)	Cadillac, Forest, Hurlbut, Canfield	
73	McGraw Elem. Repl.	Roosevelt, Moore Place, 24th, McGraw	Ralph Calder
74A	Newberry Elem. Repl. (Sill Repl.)	31st, line north of Jackson, Wakely, Kushner, 29th, Jackson	
74B	Ellis Elem. Playground	35th, Rich, Junction, Buchanan	
75	Columbian Elem. Repl.	Vinewood, Hancock, McKinley, Rich	
76	Chrysler Elem.	North of Lafayette in Lafayette Park	Gould, Moss & Joseph
77A	Harris Elem. Repl.	Ellery, Pulford, Mt. Elliott, Mack	
77B	Williams Elem. Add.	Ellery, Garfield, Mt. Elliott, Canfield	G. R. Daniell & Assoc.
78	Jones Elem. Repl.	Alley east of Townsend, line north of Sylvester, line east of Baldwin, Sylvester	Ray Ward
80	Amos Elem. Repl.	Site not designated	
81	Winship Conversion		Clair Ditchy
82	Condon Jr. High Add.	Vinewood, Rich, McKinley, Buchanan	Norman Krecke
83	Campau Elem. Repl.	See Campbell	
84	Taft Jr. High School	Rouge River, Pembroke, Berg Road, north of Seven Mile	Tarapata & MacMahon
85	Curie Jr. High School	Evergreen, Stoepel Park #1, Westwood, Lyndon	
86	George Elem.		
87	Moore Elem.		
	Addams (Jane) Elem.	Rose Cohn Building, Lawton, Woodrow Wilson, Burlingame	
	Peck Elem.	Lawrence, Woodrow Wilson	

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